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ABSTRACT

This study examined the historical background of Western Iowa Tech Community College (WITCC) from its inception as a postsecondary vocational-technical college located in a discarded elementary school building in Sioux City, Iowa, in 1966. This study also chronicled the transformation of WITCC to a Merged Area XII campus reaching the total populations of Woodbury, Plymouth, Cherokee, Ida, Monona, and Crawford counties in Iowa. The research focused on the connection of the college with the various communities it served in western Iowa and the ways in which these communities' needs were served over a period of 33 years; economic dynamics and political climate of Sioux City and their historical influence on the WITCC's inception were examined. Personal interviews with current and retired administrators were the main primary data sources; monthly board minutes from 1966 to 1995 were used as a secondary source in this study. This case study documented that the shifting educational philosophies and technological advances have transformed the college into a more comprehensive community that offered programs in liberal arts and sciences, and it argued that the major trends and events that influenced the education of the unserved segment of the population mirrored the changes in other community colleges across the nation. (Contains 29 references.) (GC)

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ED 458 927

SERVING THE UNSERVED AND UNDERSERVED WESTERN IOWA TECH COMMUNITY COLLEGE THE FIRST THIRTY-THREE YEARS, 1966-1999

By

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A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Education

Division of Educational Administration
in the Graduate School
School of Education
University of South Dakota
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ABSTRACT

Fern L. Rocklin, Ed.D., Educational Administration
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Serving the Unserved and Underserved Western Iowa Tech Community College The First Thirty-Three Years, 1966-1999

Dissertation directed by Dr. Mark Baron

To determine the impact of Western Iowa Tech Community College (WITCC) to the local area it serves, one must examine the relationship of the college to the communities it serves. This study examined the first thirty-three years of the institution's development and transitions. The school's history reflects changes in Iowa and the United States, as well as in the local Siouxland area. Understanding WITCC's past and plans for its future purpose is valuable to reviewing and analyzing what happened to the college at the end of this century.

The case study history of WITCC is dynamic and can prove useful for other community colleges to learn from. Local businesses and industries enthusiastically supported and contributed to the college's growth. Even with claims of politics and special interests, the institute kept its vision intact. The hurdles became a contributing factor to the tenacity of the college as a community.

At its inception, WITCC became the answer to several trade schools on the brink of bankruptcy. With the help of the state and some hard working people, Western Iowa Tech Community College was born. The major trends and events that influenced the education of the unserved segment of the population mirrored the changes in other community colleges across the nation. Shifting educational philosophies and technological advances have transformed the college into a more comprehensive community college that offers programs in liberal arts and sciences.

It is easier to spot the trends and see the impact of the decisions made by highlighting their significance in a case study. Patterns that emerged reflected the progress or mistakes made, and WITCC has learned from both. The transformation of the campus to a Merged Area XII reached new populations that had not been reached before. This decision served as a focal point for future decision-making and institutional improvement.

Decisions made by administrators, legislature, and governing boards determined the quality of education offered in the community. The college tried to open options and make them available to the community.

This abstract of approximately 350 words is approved as to form and content. I recommend its publication.

Mark Baron
Professor in charge

DOCTORAL COMMITTEE

The members of the committee appointed to examine the dissertation of Fern L. Rocklin find it satisfactory and recommend that it be approved.

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Finally, I am very grateful for the love and support of the people that make a difference in my life, my family. To Jim, my husband, who is my rock; to our daughter, Margo, and to our son, Ross, who both inspire me and make me proud. To my mother, Jeanette, who truly makes a difference in my life. And, lastly, to my sister Caryn, who has always been my advocate.

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CHAPTER 1

Introduction

Postsecondary education, especially community colleges, do not follow any traditions. While each community college shares some commonality, they each contain their own unique history. Because the mission of community colleges is to try to solve problems and to answer the needs of its citizens, the basic premise supposes that these institutions are America at its best, serving America at its best (Bess, 1991). Community colleges thrive on serving the varied interests of the people by finding new challenges. By demonstrating how the interaction of each entity contributed to the success of the college, Western Iowa Tech Community College (WITCC) can serve as a true model of success for other community colleges to emulate.

Community colleges developed to access people to higher education. The question of answering the needs of the communities is significant. Often times tension and conflict arise through those few who have their own agenda, while the needs of many go unanswered. Each community college's mission is shaped by a common force. While some of the founding men and women instrumental in establishing WITCC are deceased, others are still alive today to share their reflections.

It is a challenge to maintain an open enrollment policy that not only admits everyone, but provides a place whereby those qualified students may work toward degree program options while fulfilling college requirements. Each community college's mission reflects a spirit of accessibility through low-cost programs and community outreach activities. A growing population shifted community college's economic needs from semi-agrarian to financial, industrial, technical, and health related needs. The 1960s represents the "golden age of community colleges," and that is when WITCC was established.

This study examines the historical background of WITCC from its inception as a postsecondary vocational-technical college located in a discarded elementary school building in Sioux City, Iowa in 1966. This study also chronicles the transformation of WITCC to a Merged Area XII campus reaching the total populations of Woodbury, Plymouth, Cherokee, Ida, Monona, and Crawford counties in Iowa, and establishing a new expansive 145 acre Sioux City campus in 1969. Currently, the principal campus encompasses six buildings, dormitory facilities, and satellite campuses located in each of the aforementioned counties. This study focuses on the connection of the college with the various communities it served in Western Iowa and the ways in which these communities' needs were served. By trying to furnish more and better opportunities to learn, community colleges sometimes find themselves struggling with their own identity, sense of community, and the balance of the two.

Politics, along with local and state legislation played a significant role in the dynamics of WITCC's growth and change. The college's priorities helped to establish goals, and those goals were heavily influenced by the health of the economy and local business and industry needs.

The history of higher education in Western Iowa and the community colleges in the United States combine to place WITCC into historical perspective. Understanding the important dynamics of the economic climate of Sioux City and its influence on the college's inception gives a true historical framework.

WITCC began when Sioux City decided to consolidate programs with the Manpower and Development Training Act (MDTA) to serve high school graduates, non-graduated students eighteen years of age, and the nursing programs in the local hospital. Many programs lacked adequately trained staff. Recruiting and retaining qualified people caused more problems. Unemployment soared when Armour, Swift, and the Cudahay Meat Packing Plants closed and people needed retraining. Support from local businesses and industry proved positive in attracting students (Kiser, 1998). Educating and training potential workers benefitted the city. Open enrollment served the needs of both youth and adults of the area.

As the institution grew, WITCC's Board of Directors voted to create a public radio station that served the local interests in terms of programming. Until 1975, Western Iowa could receive signals only from public radio stations in central Iowa and border states. In the meantime, Sioux City taxpayers were paying for other programming in the eastern part of Iowa but not receiving these stations. Support for the project was unanimous except for the non-profit taxpayer watchdog group, the Tax Research Conference, and Iowa Governor

Robert Ray. The successful encounter for public radio service resulted because of proactive factions within the city.

In 1970 WITCC expanded its mission by becoming a comprehensive community college offering arts and sciences programs. Opposition from the local Methodist and Catholic liberal arts colleges arose because both felt threatened. Tension between faculty, administration, and others divided those who wished that WITCC would remain exclusively technical in nature (Kiser, 1998).

For thirty-three years, history demonstrated a basis for the college's mission of serving the unserved and the underserved in the community it serves today. In essence, the fabric is woven into a quilt of relationships in the history of WITCC. From the political relationship of the college with the local legislative representatives, to faculty and administration relations, expansion of the campus and distance learning, and the multitude of courses offered by the college, history can teach by example how such an institution has become one of the top ten industries in Sioux City today and a team player in enhancing each county it serves. The insight and the importance of interpreting these events will serve as a good example of successful education. Understanding the historical relationship between WITCC, Sioux City, Iowa and the Area XII region (a designated intermediate education unit) is vital to understanding these relationships in the next millennium.

Statement of the Purpose

The purpose of this study was to examine the role business, industry, education, economics, and state and local politics played in the development of Western Iowa Tech Community College (WITCC) from 1966 until 1999. The following research questions guided this investigation:

1. To what extent was WITCC's physical facility established in Sioux City, Iowa the result of community need?

2. To what extent did WITCC's interaction with area business and industry influence the institution's development?

3. To what extent were state and local politics involved in the institution's development?

4. To what extent did the economics evolution lead to the institution's development?

5. To what extent did the educational access lead to the institution's development?

6. To what extent did programs and services change to meet community needs and were these changes in the best interest of the college?

7. To what extent does WITCC serve the population in Northwest Iowa?

Significance of the Study

The accessibility to higher education through community colleges is significant because it touches a large segment of the population. Frequently, institutions evolve through the work of those who have a vested interest in their own needs and not the needs of the majority. "In 1936, Hollinshead wrote that 'the junior college should be a community college meeting the community needs'" (Bess, 1991, p. 111). At the same time, community colleges made it possible for major universities to be more selective by taking only the students that the universities wanted. Community colleges solved the problem by not following any tradition and, paradoxically, they truly represent America at its best (Bess, 1991). Other community colleges will benefit from this research to enhance their own institutions by following WITCC's example of serving the unserved.

By the 1970s, the United States Office of Education coined "career education" as a collective team for occupational and vocational technical studies. Research shows that apprenticeship became replaced with community colleges (Bess, 1991). Higher education became more accessible with the advent of the World War II GI Bill when the first financial aid packages became available. But, junior colleges taught radio repair, secretarial skills, lab technician work, and trained those not served by traditional education. There were still populations that could not afford tuition and those who had no time, those who had to be retrained, and those whose ethnicity hindered learning, former prisoners and those handicapped or challenged, and, lastly, those with increased leisure time.

Career education is no longer terminal by learning a trade and going right to work. WITCC's mission is "to provide quality education and to economically enhance the communities we serve." With the college's open door policy, any student can gain from any program "in which they have the potential to benefit" (Board Minutes, 1987). Each community college has its own unique history, but learning from WITCC's history other colleges may find parallels and discover their own vital mission.

The "graying of America" evidenced in our education system of today significantly influences our education system of tomorrow. Important insights from the many men and women retiring from the administration of WITCC will soon be lost if it is not recorded. Claims of politics and special interests may be the impetus to study the ramifications of each association with the community college. Understanding our past through the reflections of the instrumental men and women involved, along with written documentation, can impact our historical outlook.

Definition of Terms

The following terms are defined to provide understanding and uniformity for the study. All definitions without citations were developed by the researcher.

Accreditation: The process of granting approval to an institution to indicate it has met minimum requirements of excellence for an institution of its type (Kiser, 1967).

Administration Structure: Each merged area board, subject to approval of the state board of public instruction, shall for each education branch or institution which it may operate, establish staff and administration structure consistent with educational services offered. Each area community college shall have directors, responsible to the superintendent, for each division, vocational technical education, adult or continuing education, arts and sciences education, student personnel services, and institutional services. Each adds an attendance center that requires a central director (Kiser, 1967).

Area Community College: Shall satisfy the definition of both an "area vocational school" and an "area community college" as set forth in sections 280A.1 and 280A.2, Code of Iowa (Kiser, 1967).

Communities: In this dissertation, refers to various groups served by the college including students, parents, minorities, women, faculty, administration, the counties WITCC serves, the state government, and local business and industry.

Community College: Any institution accredited to award the Associate in Arts Degree or the Associate in Science Degree as its highest degree. Several different names in addition to community college are "City College," "County College," "People's College," "Democracy College," and "Anti-University College" (Bess, 1991). Because of the commitment to the community, the name was changed to community college to reflect more than course offerings alone. Strengthening the work force as well as the communities served also targets at-risk populations that may not have the opportunity to complete their high school education or study at the college level. The state (Iowa) financially assists community colleges in providing two-year postsecondary education in vocational and technical subjects.

English as a Second Language: This program offers intensive English study for those students whose first language is not English and works to prepare students to successfully enter postsecondary technical programs or college courses, enter the job market and qualify for advancement, or become more marketable for employment in their respective career fields (Dunker, 1999).

Historical Research: A systematic process or searching for the facts and then using the information to describe, analyze, and interpret the past (Wiersma, 1995).

Job Training Partnership Program (JTPA): Designed by Congress as a cooperative venture between business and government, the JTPA offers various types of training designed to help people enter or re-enter the workforce. JTPA also helps businesses with the cost of hiring and training new employees (Dunker, 1999).

Junior College: A generic term for a two-year college coined in the early 1940s that persisted until the 1970s when the term changed to community college.

Merged Area XII: Includes the areas of Ida County, Monona County, Cherokee County, Crawford County, Woodbury County, and Plymouth County (Iowa) campuses that comprise WITCC.

Open Door Policy: The policy of admitting all people of all nationalities and abilities into the college upon equal terms, for the purpose of enrollment.

Phi Theta Kappa Honor Society: WITCC students in associate degree programs can earn scholastic recognition through membership in this honor society for two-year colleges. Students learn leadership skills and participate in campus and community service (R. Dunker, personal communication, December,1998).

Primary Sources: First-hand accounts of an event or experience being studied or researched (Wiersma, 1995).

Secondary Resources: Accounts at least one step removed from the event or experience being studied or researched (Wiersma, 1995).

Title III Project: A five-year federally funded grant to strengthen academic program quality (R. Dunker, personal communication, December,1998).

Transfer Agreements: "The college cultivates articulation agreements with colleges and universities to assist students in continuing their college educations" (Dunker, 1999).

Western Iowa Tech Community College (WITCC): The name given to the institution under the superintendency of Dr. Robert Kiser in 1967. Merged areas of Ida County, Monona County, Cherokee County, Crawford County, Woodbury County, and Plymouth County with campuses located in Sioux City, Cherokee, and Denison, Iowa while learning centers are staffed in LeMars, Ida Grove, and Mapleton, Iowa.

Limitations of the Study

Objectivity in historical research remains difficult due to partisan attitudes of individual writers of the chronological record of events. Rationale and motivation for different periods in history are also difficult to interpret due to the personal bias of the researcher (Wiersma, 1995). Individual interviews will bring details not available in secondary source material. However, intentional or unintentional bias to their story may distort their version of what happened. Details, along with heresy tend to obscure the reality of events. The researcher will corroborate two or more sources for information to important occurrences.

Organization of the Remainder of the Study

Chapter 1 contains the introduction, statement of the problem, research questions, significance of the study, definition of terms, and limitations of the study. Chapter 2 provides an extensive review of related literature and research following the relationship between WITCC and community colleges in the United States from 1966 until 1999. Chapter 3 provides an explanation of the methodology and procedures that will be used to gather data to conduct this study. Results of analyses and findings emerging from the study are contained in Chapter 4. Chapter 5 contains the summary of the study and findings, conclusions, discussion, and recommendations for further study.

CHAPTER 2

Review of Related Literature

The Movement Towards Community Colleges

It is necessary to understand the rapid growth of community colleges in America in order to understand the significant span of success of Western Iowa Tech Community College (WITCC). "As a major component of the world's largest system of higher education," (Brint, 1989, p. 9) community colleges answered important needs following World War II for the returning veterans. Today the community college phenomena enjoys the,

> . . . idea of 'short-cycle' higher education {that spread} with some help from AAJC and the Organization for Economic Cooperation and Development (OECD), beyond the United States and became institutionalized to varying degrees in nations as diverse as France, Yugoslavia, Canada, Norway, and Japan (Brint, 1989, p. 9).

As the need for workers and a drive for social equality arose, and new technology needed new skills, the community colleges arrived to fulfill those needs. In the first part of the nineteenth century, the public supported the schools, but then, in the twentieth century, the responsibility of education shifted from the family to the schools and schools were to get rid of society's ills (Bess, 1991).

In 1851 the president of the University of Michigan, Henri Tappan, suggested that junior colleges should relieve the universities of providing general education for young people. Others, such as John W. Burgess, followed in 1884 and recommended that high schools add two to three years to their curriculum to prepare students for college (Bess, 1991). Then, a University of California professor, Alexis Lange, tried to promote junior colleges as training grounds for vocations as a liaison between the artisan type and the professional (Bess, 1991). "The blurring of the distinction between professional and vocational . . ." became distinct and America's Midwest and West "would help to support a practical-oriented popular institution" (Rudolph, 1962, p. 340).

Leonard Koos' Study of Junior Colleges in the 1920s

One of the first studies of junior colleges was done by Leonard Koos to determine the purpose of the junior colleges. After analyzing twenty-two articles and addresses and fifty-six college catalogues, he justified ten points that capture the purpose and advantage of junior college. They are as follows:

- To give the first two years of curricula (1) in liberal arts and (2) in preprofessional and professional work (where these professional curricula begin with the first college years).
- To assure instruction as good as or better than that on the same level in other higher institutions.
- To provide terminal general education for those who cannot or should not go on to higher levels of training.
- To develop lines of semiprofessional training.
- To popularize higher education.

- To make possible the extension of home influences during immaturity.
- To afford more attention to the individual student.
- To improve the opportunities for laboratory practice in leadership.
- To foster the inevitable reorganization of secondary and higher education.
- To bring together into a single institution all work essentially similar in order to effect a better organization of courses and obviate wasteful duplication (Koos, 1925).

Since universities were ill prepared to offer education to those not qualified for baccalaureate level courses, Koos reasoned the need for junior colleges to fill that void. The logical place for those students who wanted to attend for a two-year postsecondary education is the junior college. Universities such as California, Chicago, Illinois, Michigan, Minnesota, and Missouri supported the junior college movement.

> The community colleges reached out to attract those who were not being served by traditional higher education: those who could not afford the tuition; who could not take time to attend a college on a full-time basis; whose ethnic background had constrained them from participating, . . . who had inadequate preparation in the lower schools . . . or who were faced with increased leisure time. (Cohen, 1989, p. 22)

Because of the status of the junior colleges, universities were allowed to raise admission standards and they could use the junior colleges as a way to eliminate unqualified students. "Junior colleges were organized by public universities wanting to expand feeder institutions" (Bess, 1991, p. 110).

Another purpose addressed by Koos was the maturation level of the adolescent in the 1920s. Parents felt that their high school graduates were still immature and needed to be cared for at home. These adolescents were also needed to work on the farm and take care of domestic chores. For this reason, the demographics of the institution were critical. During this time many of the public junior college programs took place in high schools and were publicly supported. No tuition was charged and dormitories were not an issue. The high school faculty and administrators changed hats and became junior college faculty and administrators whenever classes began. Because no facilities needed to be built, and no one needed to be hired, the economics of the junior college made sense to those students in need.

During this time, universities promoted the concept of a thirteenth and fourteenth year of general education in the high school. Since the liberal arts program transferred, many students enrolled. In the meantime, universities could pursue specialized education. ". . . the functionalists' say that the community college is the best vehicle for equal opportunity in post secondary education; their opponents counter that the community college does nothing but perpetuate existing inequalities in American society" (Adelman, 1992, p. 25). In addition, ". . . attending a four-year college does not straighten the line between education and work any more than does attending a community college"

(Adelman,1992, p. 25). But, by 1924, a handful of universities created lower divisions called junior colleges or junior divisions (Koos, 1925).

The First Junior College

President William Rainey Harper of the University of Chicago founded the Joliet Junior college in Joliet, Illinois. His vision helped many small and struggling four-year colleges survive. As the man who originated the term "junior college," Harper held three professorships at Yale. A Baptist and a Hebrew scholar, Harper actively sought the endowments of the upper echelon in Chicago [along with John D. Rockefeller], to build a college in the city. Harper's unstoppable quest to create the ideal university energized his determination to find the finest faculty and students. "Publish or perish" became the motto of the faculty. When the college opened in 1892, students came from thirty-three states and fifteen foreign countries and provinces: 328 undergraduates, 210 graduates, and 204 divinity students (Rudolph, 1962). This new model of the American university divided the year into four academic quarters and divided the four years into two parts:

> . . . the first to be known as the junior college or academic college, where the spirit would be collegiate and preparatory, and the second to be known as the senior college or the university college, where the spirit would be advanced and scholarly; a university where a system of major and minor studies permitted a student to pursue one subject in depth while devoting less time to another. (Rudolph, 1962, p. 35)

Harper felt that money could be used more efficiently to do lower work; that the student who was not comfortable doing higher-level work could stop naturally in their sophomore year, that those who feel intimidated by four-year colleges could take the two-year study program before entering a business school, and that students wishing to go to the university could stay at home and not have the stress of leaving their environment. He addressed the National Education Association (NEA) in 1900 with those speculations in mind. Harper encouraged the progression of high schools into junior colleges because it encouraged more students to continue on to universities.

However, Harper advocated separating women from men because he was afraid that the men would be outnumbered. By making the junior college suitable for the mediocre and the female student, Harper caused a discrimination of these colleges as second-rate institutions (Rudolph, 1962). Because of California Senator Anthony Caminetti, who fought for the California Law of 1907 allowing secondary school boards to offer postgraduate courses, Harper could continue his quest (Bess, 1991).

Two generic names were coined for the two-year colleges in the early 1940s: junior college and community college. Skill training alone was not enough. The need for a general education along with an occupation grew to importance in the 1950s and 1960s. By the time the 70s arrived, community college became the most popular term. Other names were: "City College," "County College," "People's College," "Democracy College," "Anti-University

College" (Cohen, 1989). After the Smith-Hughes Act in 1917 and the Vocation Education Act of the 1960s, community colleges were able to get funded for specific occupational programs.

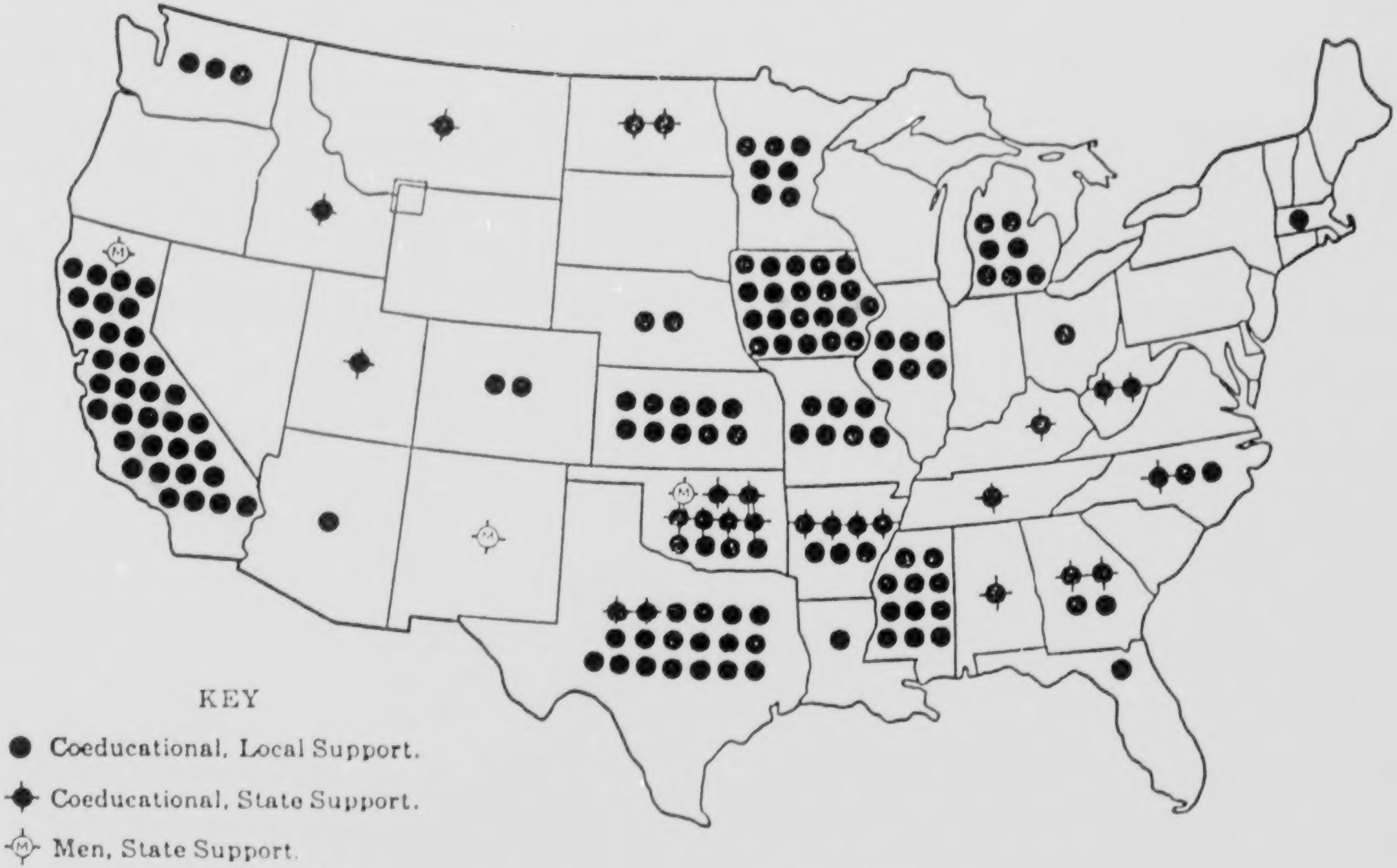
Community colleges wanted those not served by traditional education, who could not afford tuition, who had no time, who needed retraining, prisoners, and those who are physically impaired to access higher education. Gradually the faculty stopped demanding the same standards of students, and redirected their goals to serve the people with whatever they wanted (Bess, 1991). Today every American can achieve two years of postsecondary education.

The Growth of Two-Year Colleges

Author Clark Kerr stated that "about seventy-five institutions in the Western world established in 1520 still exist today and that includes the Catholic church" (Kerr, 1994). Of all the institutions, universities have changed the least throughout the years. He also claimed that universities have not yet been subject to any major technological changes, as have industry, agriculture, and transportation, while faculty members continue to operate largely as individual craftspersons (Kerr, 1994).

In 1922, there were 207 junior colleges in thirty-seven of the forty-eight United States. By 1930, all but five states had a total of 450 junior colleges (see Figure 2.1). California led the nation with 20 percent of the public institutions and they are still in the lead today. The prime moment in history for private junior colleges was in 1949, when out of 322 privately controlled junior colleges,

Figure 2.1


KEY
● Coeducational, Local Support.
Coeducational, State Support.
Ⓜ Men, State Support.

Number of public junior colleges of various types in the United States, 1930.
Source: Eells 1931a, p. 30. (Brint 1989, p.30).

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180 of them affiliated with churches, 108 were independent nonprofit, and thirty-four were proprietary (Cohen, 1989). But this high point was short-lived. Numbers drastically reduced by 1986 for private junior colleges, and significantly increased for public colleges. This failure of private colleges in those early years helped promote the place of the two-year college in higher education from a mere addition to the high school curriculum to an institution of status.

Rapid growth of community colleges in the 1940s occurred with the significantly high rate of births during that time. Along with America's ideals and equal opportunity, budgets and staff increased to accommodate the ever-growing student population. By 1972, M. J. Cohen found in his study that, ". . . the relationship between the number of community colleges in a state, the state's population density, and its area," (p. 12) profoundly affected the enrollment when the students lived within optimal commuting distance.

The Stages of Change in the Junior College

Several studies on "person-environment interaction theories focus on the environments provided by colleges. . . . Environmental managers should assess students' perceptions of the environment and changes in their behavior as a way of creating more educationally powerful environments" (Chickering, 1993, p. 5). Accessibility is the first stage of change for the junior college.

Beginning with the 1920s era, each state followed a similar pattern of authorized local school districts direction. Arizona, Kansas, Michigan, Minnesota, and New York provided strong two-year programs "of post-high school nature combining general education with technical education, special courses in extension work, and general education that would enable students to transfer" (Cohen, 1989, p. 15). Tillery and Deegan studied community colleges in 1985 and found four stages of development: the early period of 1910-1930 where colleges were extensions of high schools, the second era, 1930-1950, where colleges formed within separate, local districts; the third era was state-level coordination from 1950-1970; and, the fourth was the shift towards increased state control and funding from 1970 on (Cohen, 1989).

Of course many colleges vary in local control. After the Civil War, the land-grant movement promoted "State College" enrollment that symbolized agrarian America. Post-World War II colleges rushed to the task of offering courses formerly not on the curriculum. Suddenly, courses such as navigation, aerodynamics, and home nursing were offered and the birth of technical training began with this impetus. By the late 1940s, junior colleges were rushing to accommodate returning veterans and women (Kerr, 1994).

The GI bill provided scholarships for returning veterans due to recommendations of President Truman's 1947 Commission on Higher Education. Because high school services limit important training and accessibility, this bill created a new paradigm of education. "If the community college is to truly serve the community and meet the needs of all its citizens, it must be prepared to take the leadership in seeing that instruction is available in any subject for which an individual may have a need or desire" (Evans, 1973, p.

129). The military, along with business and industry, validated the importance of the two-year degree. By the 1940s, 40 percent of the junior colleges offered the associates degree; that was double the amount from two decades before. Along with the new clout, community colleges were becoming a metaphor for hard working, opportunity, and civic minded citizens; truly America at its best.

In 1952, California community colleges offered a list of twelve competencies of a generally educated person:

- Exercising the privileges and responsibilities of democratic citizenship
- Developing a set of sound moral and spiritual values by which the person guides his life.
- Expressing his thoughts clearly in speaking and writing and in reading and listening with understanding.
- Using the basic mathematical and mechanical skills necessary in everyday life.
- Using methods of critical thinking for the solution of problems and for the discrimination among values.
- Understanding his cultural heritage so that he may gain a perspective of his time and place in the world.
- Understanding his interaction with his biological and physical environment so that he may adjust to and improve that environment.
- Maintaining good mental and physical health for himself, his family, and his community.

- Developing a balanced personal and social adjustment.
- Sharing in the development of a satisfactory home and family life.
- Taking part in some form of satisfying creative activity and in appreciating the creative activities of others. (Cohen, 1989, p. 320)

These competencies are broad enough to encompass any community college course, yet they can provide a smooth transition between secondary schools and universities or as a means to upgrade or prepare for a career. Moving into the next decade, community colleges reassessed their purposes.

The Greatest Years of Reform, the 1960s and the 1970s

As statewide planning began in the 1960s, the "Master Plan" took effect and California started the first state Master Plan in the country. "In one state, it (Master Plan) connotes a priority system for establishing colleges; in another, it describes a detailed plan of operating a system of two-year colleges; and in a third, it is a plan for all higher education" (Evans, 1973, p. 3). The blueprint for community college planning followed the "Master Plan." However, "The California Master Plan was a treaty between the contending segments. . . . It was an effort to advance equality of opportunity dramatically while protecting the role of merit within Higher Education" (Kerr, 1994. p. 83).

The open-admissions policy accepted everyone. With that came remedial programs to help with those students who could not function with the basic skills. By 1970, 99 percent of the community colleges offered remedial courses (Cohen, 1989). Funding for this tutoring became expensive, but the community colleges were defining themselves as a new culture; they would not turn anyone away. "Owing in part to lengthy student efforts in the 1960s that replaced limited enrollment with a tiered system of open admissions, the once overwhelmingly white system (of CUNY, City University of New York) is now two-thirds African-American, Latino, Asian, and Native American" (Loeb, 1995, p. 189).

Historically, the 60s and 70s were the greatest years of reform of the institution of higher education in the Western World in 1800 years (Kerr, 1991). Higher education was experimental and upbeat. Because of the colleges' favorable demographics, low tuition and open admission, they recognized enormous growth. A new curriculum offered variety for a diverse group of students. For those who were uncommitted to a profession, the college accommodated their ability to continue education part-time. Along with being affordable and accessible, community colleges offered training in sufficient skills to adapt to new markets. Forty-one percent of employees indicate that once on the job, they need additional training and education (Carnivale, 1977).

Historically, the 1970s marked the end of the easy life transition from high school to college graduation. Since 1973, earning discrepancies between high school and colleges have widened. Sixty percent or more of the population in managerial positions have two to four year degrees (Carnivale, 1997). From the Civil War until the 1970s, the United States has been the most successful mass-producing economy. With an authoritarian top-down management style, Americans were able to produce more for less. In addition, mass education was provided for only those at the top, but not down the line. The 1970s made us a consumer-oriented society where the bottom line was more important than the work done to get there.

From 1958 to 1962, the American Association of Junior Colleges (AAJC) appealed to Congress for funds to build junior colleges. By 1963, the Vocational Education Act granted money for postsecondary training. Between 1960 and 1968, the shift from liberal arts to vocational education resulted from the new curriculum designed to reflect the changing times. However, in 1969, the mercurial times changed and liberal arts programs became the vogue. Students had low opinions of the vocational programs and wanted more mobility. As a result, vocational programs began to wane and many students quit and moved on.

Congress, however, appropriated $43 million in 1968 to the junior colleges; $707 million in 1972, and $981 million in 1974 (Cohen, 1989). Additional funds allowed for occupational programs for the disadvantaged and for handicapped students. Paradoxically, enrollments doubled from 1960 to 1965, while the number of two-year institutions increased from 405 to 503. In 1969, 794 colleges enrolled over 2,000 students in each institution and in the 1980s the number grew to well over 2,500 students (Cohen, 1989).

Establishment of a Community College in Northwest Iowa

A Historical Profile

Sioux City was named for the Sioux Indians and the Big Sioux River by

Dr. John K. Cook in 1853. The Dakotah or Sioux Indians inhabited the area well before the French and the Americans arrived to survey the land. Frenchman Theodore Bruguier made an alliance with Chief War Eagle and married his daughter as well (Shmidt, 1969).

Sioux City mirrored the nation in 1910 when optimism abounded with a sound economy and bright futures: packing houses, railroads, and wholesale firms flourished. The population grew from 47,828 in 1910 to 71,227 in 1920. Along with the big population came some serious downtown fires. The origin of the fires still remains in question. In 1918, the Woodbury County Courthouse was completed in the "prairie school" architecture. Today, this building is on the national historical register. Many Greeks, Syrians, Lithuanians, and Poles immigrated to the "Little Chicago," nicknamed in the 1920s because prohibition was not enforced (Sorensen,1982). Sioux City's German population was held in suspicion during WW I and "Governor Harding banned the speaking of German in schools, churches, public gatherings and over the telephone {Language Proclamation}" (Sorensen, 1982). During that time Morningside College, a four-year Methodist college, added military training to its curriculum in 1917.

From 1930 to 1945, turmoil and the Depression enveloped solid businesses. Farmers and banks protested with the Sioux City "Milk War" on August 11, 1932 for higher prices. Even the Sioux City Tribune and the Sioux City Journal sided with the strikers (Sorensen, 1982). The Farmers' Holiday Movement of 1933 had "friends of farmers facing foreclosure joined the ranks and made ridiculously low bids for their neighbor's personal property, only to return it to the original owner" (Sorensen, 1982). However, the near lynching of LeMars District Court Judge Charles C. Bradley in 1933 turned people against the movement.

Franklin D. Roosevelt's relief and recovery movement put people back to work all across the nation. In Sioux City, the Sioux City Art Center evolved, the Floyd River improved, and WWII replaced the farm strikes, prohibition, and economic difficulties. By 1942, a new municipal airport became the Sioux City Army Base for training pilots, navigators, and gunners (Sorensen, 1982). The Floyd River flooded in 1953 causing millions of dollars worth of damage to the city and devastating many businesses.

In 1951 Sioux City refused to bury First Class Casualty, John R. Rice, because he was part Indian. So, President Truman had him buried in Arlington National Cemetery to Sioux City's embarrassment. Shortly after that a polio epidemic ensued, and to make matters worse, the Cudahy Plant shut down in September of 1954. Floods were still haunting the city from the Floyd River. The development of higher education needs during these turbulent times shifted from a population of farmers and pioneers, to a more urban and industrial society. In March of 1962, Look Magazine cited Sioux City as one of eleven cities as the All American City. As the first city in Iowa to be honored, Sioux City enjoyed a new status.

The Pick-Sloan Project developed to help curtail flooding to Sioux City and the Missouri Valley in the early 1960s. When the Armour Meat Packing Plant closed in 1963, over one thousand people were out of work. The Iowa Beef Professing Plant (IBP) grew out of that, and, in 1966, WITCC took over training meat packers to fulfill the need of workers. The trend towards specialization in higher education created separate departments in education. "We have abolished many occupations which used to absorb people of low ability, either physical or mental . . . with machinery . . . we can no longer afford to pay people to do these kinds of work" (Kerr, 1991. p. 321).

State-operated Manpower Development Training asked the schools to help financially in Sioux City in 1966. Because of the high unemployment from the closed meat-packing plants, the city was unable to help. Western Iowa Tech took over the program, along with the nursing program (Kiser, 1998).

Sioux City's first city manager, Connie Bodine, tried to put an Urban Renewal Plan into effect to assist three to four hundred students in an urban setting. Classes were dispersed all over the city. But Superintendent Dr. Robert Kiser's vision encompassed more students and more area. Together with the newly functioning board at WITCC, they hired the University of Colorado at Greeley staff and students to implement a master plan that would project the community college's needs well into the 1990s (Kiser, 1998). After seven proposals, one was accepted: merged areas of Ida, Monona, Plymouth, Woodbury, and Sioux counties would be a part of WITCC.

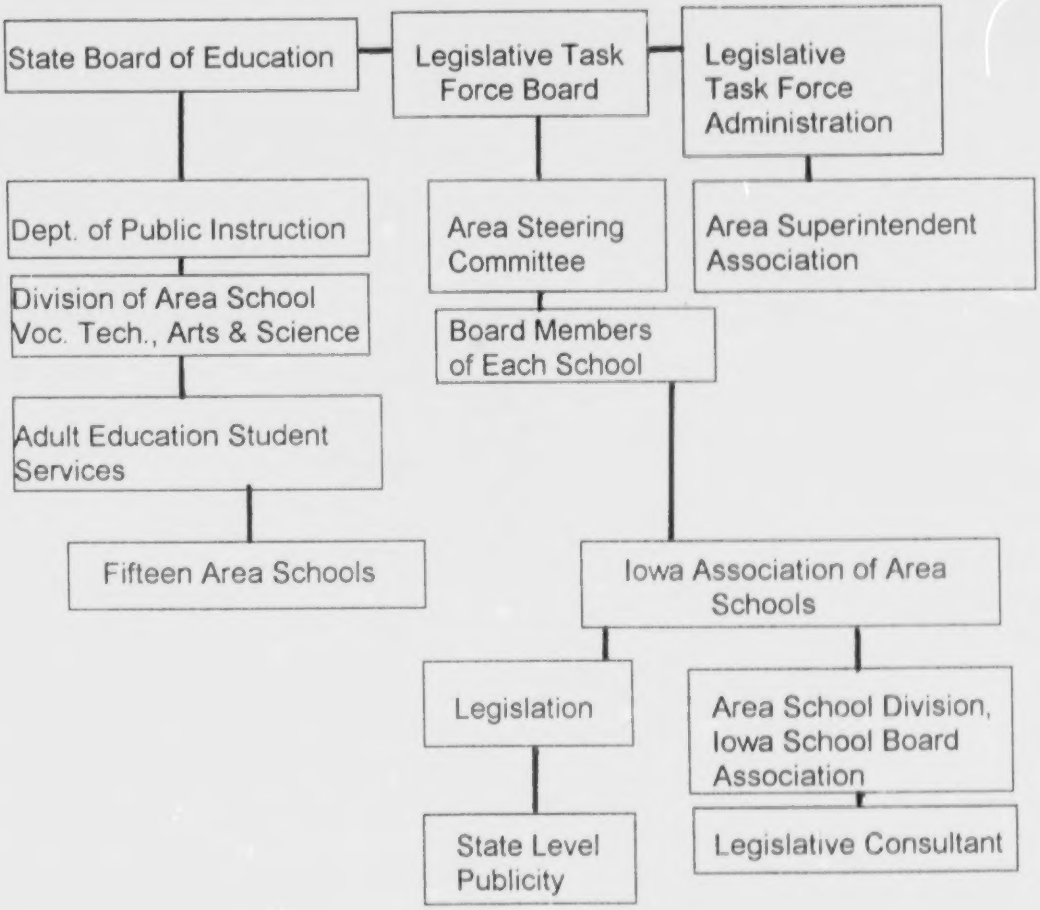

State Board of Education
Legislative Task Force Board
Legislative Task Force Administration
Dept. of Public Instruction
Area Steering Committee
Area Superintendent Association
Division of Area School Voc. Tech., Arts & Science
Board Members of Each School
Adult Education Student Services
Fifteen Area Schools
Iowa Association of Area Schools
Legislation
Area School Division, Iowa School Board Association
State Level Publicity
Legislative Consultant

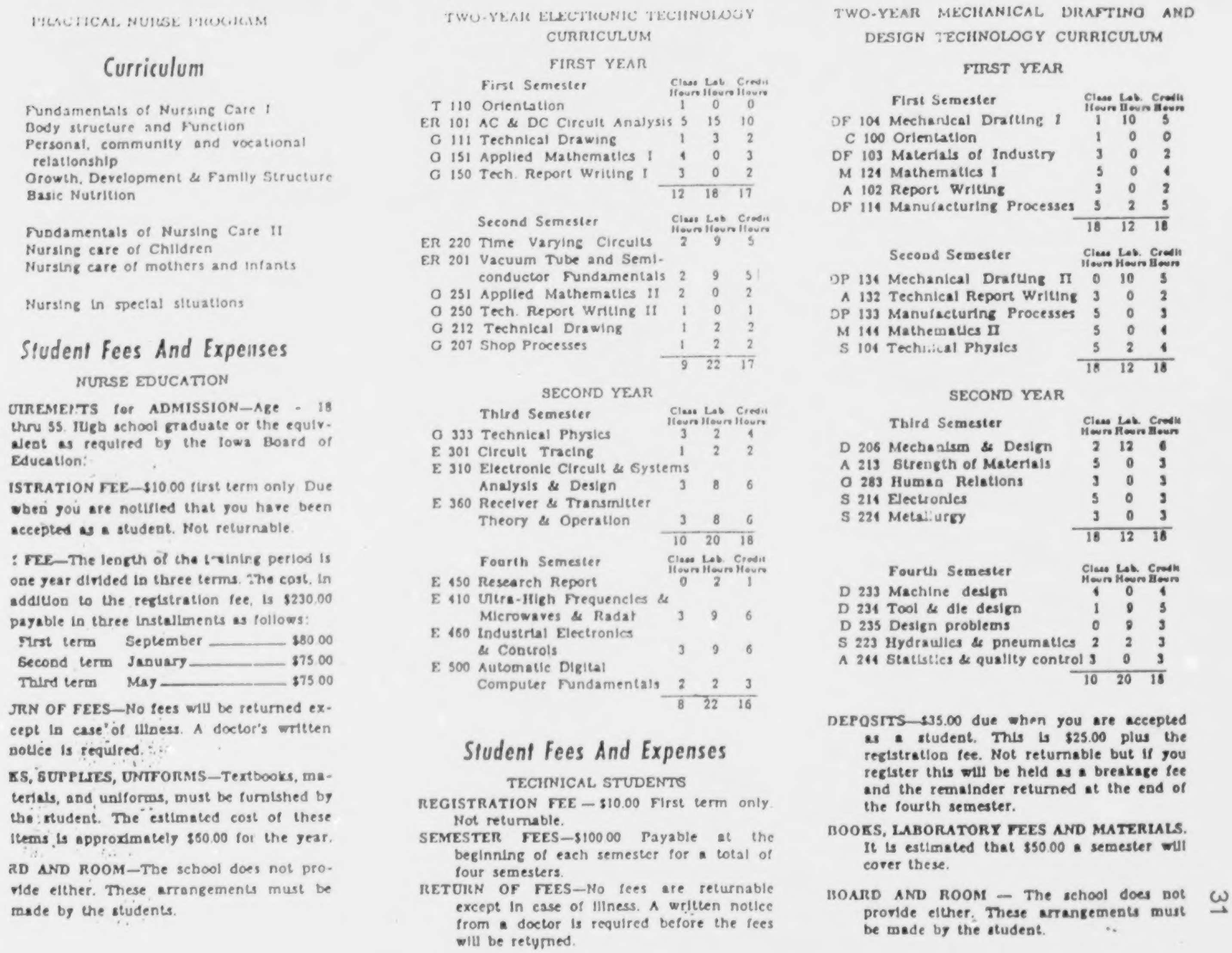
Figure 2.2

Diagram of Reorganization of Area Schools

Before WITCC took over the campus on Stone Avenue, the institution was known as Sioux City Area Technical School (SCATS) and it was based at Floyd Boulevard in 1965. Figure 2.2 shows the first class schedules published in the Sioux City Journal. As a post-high school level facility, the Sioux City Board of Education and the state and federal governments sponsored the institution. With a terminal type of program, the curriculum covered an industrial orientation whose sole purpose was to give standard training and preparation for the job.

The two-year term Electronics Technology Department and the one-year Practical Nursing Department headed the operation. After four years of existence, they claimed that all graduates had been placed in respective jobs. Figure 2.3 shows a sample of the curriculum.

The economic climate of Sioux City, Iowa, in the mid-1960s reflected the climate of the country. Plans for accreditation as an area community college with an administrative structure were implemented in July of 1966. While offering meat cutting programs, refrigeration and machinery classes, WITCC tried to get the state to help with funds. However, an inspection found that the junior college used old, dilapidated high school buildings from the 1880s, old factories, vacated supermarkets, the YWCA, mobile classrooms, and even a local hospital for its facilities. With insufficient parking and inadequate libraries, WITCC struggled to keep afloat. The same year, WITCC took over Manpower's (MDTA) programs. Some of the programs were:



PRACTICAL NURSE PROGRAM

Curriculum

Fundamentals of Nursing Care I
Body structure and Function
Personal, community and vocational relationship
Growth, Development & Family Structure
Basic Nutrition

Fundamentals of Nursing Care II
Nursing care of Children
Nursing care of mothers and infants

Nursing in special situations

Student Fees And Expenses

NURSE EDUCATION

UIREMENTS for ADMISSION—Age - 18 thru 55. High school graduate or the equivalent as required by the Iowa Board of Education.

ISTRATION FEE—$10.00 first term only. Due when you are notified that you have been accepted as a student. Not returnable.

FEE—The length of the training period is one year divided in three terms. The cost, in addition to the registration fee, is $230.00 payable in three installments as follows:

First term	September	$80.00
Second term	January	$75.00
Third term	May	$75.00

JRN OF FEES—No fees will be returned except in case of illness. A doctor's written notice is required.

KS, SUPPLIES, UNIFORMS—Textbooks, materials, and uniforms, must be furnished by the student. The estimated cost of these items is approximately $60.00 for the year.

RD AND ROOM—The school does not provide either. These arrangements must be made by the students.

TWO-YEAR ELECTRONIC TECHNOLOGY CURRICULUM

FIRST YEAR

First Semester	Class Hours	Lab Hours	Credit Hours
T 110 Orientation	1	0	0
ER 101 AC & DC Circuit Analysis	5	15	10
G 111 Technical Drawing	1	3	2
O 151 Applied Mathematics I	4	0	3
G 150 Tech. Report Writing I	3	0	2
	12	18	17

Second Semester	Class Hours	Lab Hours	Credit Hours
ER 220 Time Varying Circuits	2	9	5
ER 201 Vacuum Tube and Semiconductor Fundamentals	2	9	5
O 251 Applied Mathematics II	2	0	2
O 250 Tech. Report Writing II	1	0	1
G 212 Technical Drawing	1	2	2
G 207 Shop Processes	1	2	2
	9	22	17

SECOND YEAR

Third Semester	Class Hours	Lab Hours	Credit Hours
O 333 Technical Physics	3	2	4
E 301 Circuit Tracing	1	2	2
E 310 Electronic Circuit & Systems Analysis & Design	3	8	6
E 360 Receiver & Transmitter Theory & Operation	3	8	6
	10	20	18

Fourth Semester	Class Hours	Lab. Hours	Credit Hours
E 450 Research Report	0	2	1
E 410 Ultra-High Frequencies & Microwaves & Radar	3	9	6
E 460 Industrial Electronics & Controls	3	9	6
E 500 Automatic Digital Computer Fundamentals	2	2	3
	8	22	16

Student Fees And Expenses

TECHNICAL STUDENTS

REGISTRATION FEE — $10.00 First term only. Not returnable.

SEMESTER FEES—$100.00 Payable at the beginning of each semester for a total of four semesters.

RETURN OF FEES—No fees are returnable except in case of illness. A written notice from a doctor is required before the fees will be returned.

TWO-YEAR MECHANICAL DRAFTING AND DESIGN TECHNOLOGY CURRICULUM

FIRST YEAR

First Semester	Class Hours	Lab. Hours	Credit Hours
DF 104 Mechanical Drafting I	1	10	5
C 100 Orientation	1	0	0
DF 103 Materials of Industry	3	0	2
M 124 Mathematics I	5	0	4
A 102 Report Writing	3	0	2
DF 114 Manufacturing Processes	5	2	5
	18	12	18

Second Semester	Class Hours	Lab. Hours	Credit Hours
DP 134 Mechanical Drafting II	0	10	5
A 132 Technical Report Writing	3	0	2
DP 133 Manufacturing Processes	5	0	3
M 144 Mathematics II	5	0	4
S 104 Technical Physics	5	2	4
	18	12	18

SECOND YEAR

Third Semester	Class Hours	Lab. Hours	Credit Hours
D 206 Mechanism & Design	2	12	6
A 213 Strength of Materials	5	0	3
O 283 Human Relations	3	0	3
S 214 Electronics	5	0	3
S 224 Metallurgy	3	0	3
	18	12	18

Fourth Semester	Class Hours	Lab. Hours	Credit Hours
D 233 Machine design	4	0	4
D 234 Tool & die design	1	9	5
D 235 Design problems	0	9	3
S 223 Hydraulics & pneumatics	2	2	3
A 244 Statistics & quality control	3	0	3
	10	20	18

DEPOSITS—$35.00 due when you are accepted as a student. This is $25.00 plus the registration fee. Not returnable but if you register this will be held as a breakage fee and the remainder returned at the end of the fourth semester.

BOOKS, LABORATORY FEES AND MATERIALS. It is estimated that $50.00 a semester will cover these.

BOARD AND ROOM — The school does not provide either. These arrangements must be made by the student.

Figure 2.3 Curriculum Schedule for SCATS

BEST COPY AVAILABLE

- Automotive Mechanic
- Auto Body Repairs
- Auto Servicing
- Air-Conditioning and Refrigeration
- Welding
- Drafting
- Meat Cutting
- Brick Laying
- Practical Nursing
- Nurses Aides
- Machine Operators
- Electronics Technician
- Mechanical Technician
- Radio and TV Repair
- Printing
- Mid-Management Technology
- Instrument Maintenance
- Photography
- Police Science
- Medical Lab Assistant
- Aircraft Mechanic
- Interior Decorator and Designer

- Fashion and Textile Technician
- Data Processing Programmer
- Computer Maintenance
- Shoe Repairman
- Farm Feeds and Fertilization Salesperson
- Home Appliance Repairman
- Farm Equipment Maintenance
- Carpentry

. Major problems with recruiting and retaining staff occurred at this time. Some instructors were qualified in their field, but unable to teach a second field. At the very beginning, stipulations for Associate of Arts degrees stated that a GPA of 2.00 or higher would earn a degree. With Superintendent Dr. Robert Kiser heading the board of eight directors, policies were being made for Merged Area XII. "The past was not favorable for WITCC, people in power didn't want this new competition . . . but, this was a place to go if there was no where else (for students) to go" (Dunker, 1998). And, Dr. Dunker, President of WITCC added, "We don't take students away from Morningside college or Briar Cliff College; we give them (students) to them (colleges)" (Dunker, 1998).

The Quest for a New Site in Sioux City

Many board meetings discussed the need for new facilities to house the programs. An architectural firm was hired. In the meantime, the tuition was lowered and the board had no choice but to ask at election time for a three-fourth mill levy for a building and site. Voters learned about this through brochures and newspapers. When the board explained to voters that Sioux City was ten years behind in the development of vocational and technical training, the voters agreed and passed the levy.

In Cherokee, Iowa, several people offered to give different sites to the college. But, "Joe Lundsgaard deeded the centerpiece of his (Cherokee) farm to WITCC, and he did it on a handshake" (Dunker, 1998). The plan to make technical and vocational training accessible to everyone was starting to become a reality.

WITCC created a mission statement that said: "WITCC serves the needs of education and the interests of students in Area XII. Quality programs shall be provided at all educational levels by youth and adults of this area" (Kiser, 1967). The main thrust encouraged lifelong learning and along those lines, no tuition was charged for the Adult Basic Education Program for the High School Equivalency Program (HSEP). The Sioux City community school district paid for equipment to some extent, but the Farm Equipment Program had to be terminated.

Concurrently, the college applied for accreditation in the arts and sciences. "Dr. Kiser saw a need for arts and sciences well in advance while he kept the college on the voc-tech track" (Kingery, 1998). At the same time, land was purchased from Norman Swanson for $400,000. Buildings began construction as soon as possible in three phases. Phase One constructed the prime need post-high school vocational tech program buildings with a projected enrollment of 233 in 1968 to 949 in 1980. Phase Two, in 1975, would add 116,392 square feet, and Phase Three, in 1979, would add approximately 52,000 square feet. With state support and a good plan, students could be served.

Faculty must hold a certificate by the State Board of Public Institutions, or hold a Master Degree or Bachelors Degree in the significant area. Arts and Sciences included: Business, English, fine arts, foreign language, math, science, social science, and speech. Technical Education included: Agricultural education, health occupational education, home economics education, office occupational education, trade and industry, program of technical and vocational education for handicapped defined as those individuals due to economic and academic or other handicaps from succeeding. Each curriculum includes class work, lab work, and shop work.

In January of 1967, the Office of Economic Opportunity contacted WITCC and established the Title VI of Civil Rights Act of 1964 ensuring that no distinction would be made on the basis of race, color, nationality, religion, or financial aid (Kiser, 1967). Locating an appropriate agency to do a study and identifying outstanding citizens to help serve on the board of trustees are key components in planning and developing a community college. Studies and surveys forecast potential enrollment and needs (Evans, 1973). Dr. Kiser hired the services of the University of Colorado at Greeley, his alma mater, for consultation. Questions were asked about where the students would come from, what they would need, and if they have the flexibility to meet the needs ten years from now. The areas of concern included the total population of Woodbury, Plymouth, Cherokee, Ida, Monona, and Crawford counties. The first recommendation was to find a facility to own, not to rent.

In 1968 WITCC was using education facilities when high school was not in session. A full-time Aviation course, instruction for foreign born students, 900 Club Film Lecture Series, and Personal and Family Survival Classes were taught in the buildings of Central High School. WITCC implemented the Adult High School Diploma Curriculum with sixteen Carnegie Units required for a four-year high school diploma to persons seventeen and older. The Department of Adult Education of WITCC Merged Vocational Area XII asked for assistance to the "American Indian" population, and for approval for a Heavy Shops Building. The Heavy Shops Building became the first building on the campus. Nelson Clay explained to the board about the Indian culture and the non-trust of non-Indians. With 1,500 Indians in Siouxland, a significant drop-out in grades seven, eight, and nine concerned the educators. There was a deep concern to stop this drop-out rate. However, Clay explained the distrust of the white man's indifference to culture and the gathering of wealth to the neglect of the culture as the reason for the apathy (Kiser, 1968). This sensitivity prevailed throughout the board meetings.

The board terminated the Radio and TV Repair program in September and Refrigeration in October. Termination of programs because of low enrollment became a major way of achieving financial balance.

With the disabled represented at the college, and Practical Nursing Programs implemented at the Cherokee campus, Dr. Kiser identified a need for curriculum additions and changes. Adult Education offered Custodial Education, Introduction to Aviation, Business English for Firemen, and the Back to Work program for the Florence Crittenton Home for unwed mothers. By 1969, truck driver courses and intramural athletic programs were added. While data processing equipment was purchased, the first WITCC Annual Report was published in the Sioux City Journal.

Good journal coverage was imperative for good public relations. Voters were needed to pass the three-fourth mill levy and the college could not afford any negative publicity. More courses added to the diverse curriculum, such as: Bi-lingual Driver's License Training for Iowa and Nebraska residents; Feedlot Management education courses, environmental-air pollution; nursing home administration; and overhead transparency making. But the real impetus for establishing a permanent ownership of buildings was the pending bankruptcy suit that meant the Trinity facility would face litigation in 1971. This posed a serious threat to WITCC. Based upon the Mental Retardation Training Course, Iowa's Merit Employee Commission selected WITCC as a statewide exam center and qualified the college for tax exempt status.

With 143 acres, concerns for proposed bonding was a top priority. Senate Bill SF1059 and House Bill HF 1095 passed by the legislation allowed area schools to borrow money on anticipated income from the three-fourth mill levy for the building fund. This was a major breakthrough and victory for the Master Plan. If the proposed bonding failed to pass, then building slowed. Strength in voter commitment passed two five-year three-fourth mill levies combining state and local support (Board minutes, 1972). With the purchase of the property in 1968, the first permanent building finished in 1971, the Area XII college could begin to serve its 180,000 population. But without a library and instructors being overworked, attention was needed in other areas also. Concerns over decentralizing that may cause communication problems between faculty and administration erupted.

On December 27, 1971, President Nixon signed the Economic Stabilization Act Amendment of 1971, which passed on December 14, 1971 by the U.S. House and Senate. This meant that retroactive wages had to be paid to school personnel. Iowa had three echelons of education agencies: local school districts, county school systems, and the State Department of Public Instruction. At this time, thirty-five other states had three echelons and Hawaii had one.

New Courses and Plans for the Vocational Program at WITCC

In November of 1971, the Arts and Sciences Division became accredited by the North Central Accreditation Association to serve Area XII. Because of the other two liberal arts colleges in the city, there was much protest. A letter from the law firm of Stewart, Hatfield, and Klass requested WITCC to drop the Arts and Sciences because of unfair competition. The education board in LeMars, Iowa, also wrote to protest WITCC's application for liberal arts instruction programs.

Soon the coordination of Iowa State University's firefighter's training was held on campus. The Board showed foresight and vision by continually assessing the needs of the area and the people to be served. Unique programs such as piano tuning and repair of band instruments attracted students from all over the world. With a faculty/student ratio of fifteen to one, morale was high in 1975. A new library was built and new concepts emerged such as: Is this a tech school or a comprehensive college or both? Ninety-six percent of the graduates were employed and the needs of a complex new society were being answered.

"Community colleges will change with Distance Education and Telecourses, Iowa Public TV, and Remote TV Interactive Classes. the state gave $100 million for the most remote locations in Iowa providing Internet capabilities" (Kindler, personal interview, 1998). Ray Kindler, a retiring Business, Office and Engineering Technology, and Title III Activity Director, claimed that people would lose their people skills because technology has gone far beyond any support structure.

The Establishment of KWIT Public Radio Station from 1975 to 1978

During the late 1960s and early 1970s, western Iowa was largely unserved by public radio, yet the people were paying taxes for the service. Western Iowans were contributing as much as $150,000 to $175,000 for annual operating expenses, yet they could not enjoy the service (Poole, 1996). Some supporters of public radio in Sioux City were the Iowa Department of Public Instruction, the Iowa Board of Regents, the Iowa Council of Area School Boards, the Iowa Education Radio and TV Facilities Board, and Sioux City leaders in government, business, news media, and the arts and sciences. The one nemesis that fought against the proposition for six months in 1977 was the non-profit taxpayer watchdog group, The Tax Research Conference (Poole, 1996).

KUSD-FM, a public radio station in nearby Vermillion, South Dakota, was licensed but did not reach Sioux City. Without non-commercial local programming, Sioux City lacked the rich classical musical programs, the dramatic readings, and the discussion of humanities, not to mention programs for minorities, children, Spanish speakers, agri-business, and many others. Governor Robert Ray came out against the station because he owned a station in Algona, Iowa (Poole, 1996).

A tax levy first approved in 1967, then in 1972, established the means to provide community colleges with the funds for the acquisition of buildings and equipment for the public radio station to serve over 400,000 listeners. "Under the Code of Iowa, community colleges were formed not only to train students but also to perform community services which would upgrade the quality of life for the constituents they serve" (Kiser, Board minutes, 1977). The local fundraisers for KWIT, Friends of FM 90, argued with Governor Ray that KWIT was both informational and educational and worthy of taxpayer's support. On July 1, 1977, ground was broken for KWIT, and it went "on the air" January 31, 1978. Public support disagreed with the Tax Conference and Governor Ray voted in favor of the new station.

The Effect of Societal Factors and Educational Trends on the College's Development

By 1973 and 1974, the energy crisis changed the physicality of many of the buildings. Thermostats were set at sixty-eight degrees during the day and sixty-five degrees at night. Now career awareness and exploration programs established a new status. Student dormitories were discussed, researched, and evaluated by the board's lawyers. The newly established buildings filled the gap and answered the needs of those who could not be accommodated by other colleges.

The biennial visit to WITCC by the Evaluation Team of North Central Association of Colleges and Schools gave another satisfactory report and President Ludwig approached the board to hire a college consultant to assess the priorities and service needs, if additional facilities needed attention, and if the facilities should be centralized or decentralized. They intended to use existing private facilities until new construction of buildings could be completed. The final proposal in June of 1975 was to build in three phases: first the Vocational-Tech (Voc-Tech) and Instructional Materials Center, then the Administration and Guidance Service Offices and Faculty Offices; and, finally, the Cafeteria, Snack Bar, Faculty Dining Room, and a Student Activity Center.

Along with new elections to the board, more progress and vision equipped the college with more production. By early 1976, tele-network meetings and conferences were gaining momentum. The Rehabilitation Services Status enabled the college to branch out and rent offices in Mapleton, Iowa. The Veterans Farm Management Program was implemented and the college was able to provide trucks and drivers for the League of Women Voter's Fund Drive in LeMars, Iowa.

After the dedication of KWIT in December of 1978, WITCC then applied for student housing as a not-for-profit corporation. There was a push for a flexible decentralization of the federal, state, and local programs. Not only was training and educating a priority, but establishing living quarters for students became an ambitious plan. Ida Grove's housing project began in 1979.

The Philosophy of Education for the People

The problem of a lack of communication between WITCC and the news media was a big concern for the college. Public support meant funding when election time came and funding meant more equipment, buildings, and employees. The Affirmative Action Plan through Equal Employment Programming became the philosophy of WITCC in 1967: "Recognizing that the need for Vocational and Technical Training is a reflection of a society that is burgeoning technically and economically, WITCC shall encourage lifelong learning. WITCC shall also assist all people to prepare themselves for maximum participation in community life" (Kiser, Board minutes, 1980).

By the 1980s the dedication of a Student Center and the Gaylord Smith

Buildings took place. At the same time, discussion of whether or not to continue the meat cutting program because of low enrollment was taken into consideration. WITCC applied for HUD assistance but was turned down. Congressman Berkeley Bedell fought for the funding but to no avail. As enrollments increased, so did the occupational programs with a new Diesel Program, a new Child Care Center for babysitting as well as a lab for training of child care workers.

While the discussion centered around new construction, another problem took precedence: replacement equipment. Informing the public on the Capital Fund Levy meant over thirty-four meetings with slide presentations and making phone calls two weeks prior to election. Another important project was simultaneously put on the agenda: the Consolidated Youth Employment and Training Program to encourage economically disadvantaged youth to remain in high school until graduation, as well as to ease the transition of youth from school to the world of work. Four ambitious programs were implemented: the Vocational Exploration Program (VEP), Work Experience Program (WEP), Youth Employment and Training Program (YETP), and Summer Youth Employment Program (SYEP). Together, these programs gave youth opportunities and training that no other institution could.

In 1981 retrenchment of instructors began while the student population increased. This paradox confused employees, but federal and state funding decreased and there was no choice. When Job Service of Iowa refused to fund a position at WITCC, fees added to the students' tuition had to compensate. By 1982 the voters approved a levy for five years. But, the college did not rest on its laurels, it reevaluated the board and KWIT Public Radio Station to improve effectiveness. The needs of the students and the community were at the heart of the institution.

Retrenchment policies severely affected employees at KWIT by placing employees on the next vertical step down because of the economics. Reapportionment of the districts in Iowa's Area XII was also in the discussion. Voters were again asked to continue the Capital Fund Levy at 20 ½ cents per $1,000 for another ten years. Formerly approved by the Department of Public Instruction and the State Board, the levy gave more borrowing power as well as buying power to the schools. The state legislature suggested using the money for equipment. WITCC cooperated with Job Service, Veterans, Area XII, and Data Process services and with other schools. By cooperation with other government agencies, students were secured and expenditures were reduced.

Capital funding allowed financing new construction, making repairs, remodeling existing structures, purchasing equipment needed for Voc-Tech programs, and maintaining the overall campus. Table 2.1 summarizes the capital funding that was approved in 1967, 1971, and 1976.

Improved relations between KWIT and the WITCC boards, and reciprocity with Northwest Nebraska Technical Community College was endorsed in August of 1981. KWIT radio station was serving areas that had not been served with

Table 2.1

Capital Funding Voting Results

	Assessed Valuation		Tax Rate		Tax
1967	$30,000	X	.2025	=	$6.07
1971	$40,000	X	.2025	=	$8.10
1976	$50,000	X	.2025	=	$10.13

classical music, special interests, and the arts, and improving the cultural environment; however, the need of a satellite terminal close to KWIT was crucial.

Areas Served by the College

By the last part of 1984, telephonic meetings were being held. The Industrial New Jobs Training Agreement with Cargill, Inc. allowed for $785,000 for a new training center for the college. The money was quite welcomed considering the state of the economy and the farm crisis during this time. The Master Plan of the Long-Range Plan of 1967 was being reviewed and reassessed. By 1985, the concern for energy efficiency became an issue. Considerable downsizing and deactivating forced the college to eliminate the swine program for one year, along with the practical nursing program in

Cherokee and the machinist program on campus.

A New Job Training Certificate Series in late 1985 allowed for $205,000 in funds. An agreement between Long Lines LTD and Pioneer Tele-Tech established a training ground for administrative on-the-job training, while the school provided the staff and expenses needed. Skills such as supervising, developing contracts, bookkeeping, and banking were taught in the college. At the same time, word processing and telecommunications began and attracted the largest enrollment. With the tremendous growth of programs, WITCC was still trying to buy more property to accommodate the students.

In the fall of 1986, the nonprofit management consulting firm of National Executive Service Corps was hired to aid in the health, education, social services, religion, and cultural organizations, and to strengthen managerial skills by using the expertise of retired executives contributing to consultants. Their recommendations were as follows:

- Create a Director of Development
- Create a full-time speakers bureau
- Increase civic involvement
- Broaden recruiting
- Expand student athletics
- Establish full credit night courses
- Expand the arts and sciences
- Teach building trades at the main campus

- Establish marketing policies and practices
- Establish goals and timetables
- Rearrange advertising practices
- Outdoor student pavilion
- Create a formal course for would-be entrepreneurs

The need to create bridges between the education community and business was a unanimous decision so that both fields could be current on technology. Since the farm economy was severely depressed, the NESC based in New York City attempted to persuade citizens not taking advantage of this educational opportunity to do so (Kiser, Board minutes, 1986). During this time the average student was between twenty-five and forty-five years old. The Baby Boomer generation overshadowed the high school graduate student. Board members speculated that the image of the community college as a second choice was the reason.

A New Mission Statement

On Monday, February 16, 1987 a Mission Statement Committee of representatives of all areas of the institution met to vote on a mission statement developed by a sub-committee with the resulting statement:

> Western Iowa Tech Community College is a public, two-year comprehensive community college serving the educational needs of the residents of Merged Area XII, as well as other students seeking quality education.

The Board of Directors, Administration, Faculty and Staff accept as the mission of the college that the educational programs and services provided will be all those commonly offered at a comprehensive community college. These educational programs and services shall include, but not be limited to the following: the first two years of college work including pre-professional education; vocational, technical, and career education; supplemental courses for high school students when appropriate; programs to meet basic, high school completion, and developmental education; training and retraining of employees; continuing education; community services; and a complete offering of student services.

Further, the college is committed to the concept that access to programs will be provided without regard to race, ethnic or national origin, sex, disability, or religion, and that admission will be based on an open-door policy admitting students to any program in which they have a potential to benefit.

A New Title, A New Time

The original use of "superintendent" in 1988 as a title was replaced with "president" of WITCC, as distinguished from the President of the Board of WITCC. At the same time, women and minorities were gaining clout, so women's names were included to help fund raising votes. A plan to purchase truck tractors for the diesel program, radio tower modifications, and the introduction of two new programs took precedence: occupational therapy and physical therapy. Questions about day care caused a long-range plan evaluation.

The curricula designed to meet the basic needs of its constituents would include surgical technology accreditation, the child care grant eligibility for WITCC high school diplomas, and a proposal to start an individual learning center alternative school for Monona County.

Based upon extensive research into the needs of the special needs students and students at risk, President James M. Rocklin, suggested the board request funding through the Carl Perkins Act. Gary Grossman of the Ohio University advocated use of the Comprehensive Institution Plan for WITCC to chart the college's course over the next five years (Kiser, Board minutes, 1988). Surveys of the staff and the administration to study curriculum and economic development in the college allowed for 1,060 Pell Grants to be awarded during the next year. Along with that, guaranteed loans and vocational state aid grants accommodated the students without the assistance of the federal government.

Community colleges are not "one size fits all." With Iowa's declining population in 1989, the board needed to look at the status quo versus growth, and to ask themselves, what are the priorities and how do they get there? Paradoxically, the farmers were optimistic about their economic recovery. In March of 1989, the board hired a management information consultant to create a five-year plan with $1,078,739. Under the plan, quick accessibility to information and responsiveness to students would provide good communication and reduce duplications in data entries. "The changing economy and the population of Siouxland and its effects upon the student body of WITCC require considerably more attention in terms of appropriate student services, especially with regard to the retention of students" (Kiser, Board minutes, 1989). The results showed that a comprehensive student services program would empower the students to take control over their lives and achieve their potential.

Increases in enrollment in the nursing programs, arts and sciences, and piano tuning prevailed until the United Airlines crash in Sioux City, on July 19, 1989, when things got put on hold. Not only did the entire community come to the rescue of the passengers, but 95 percent of the emergency personnel trained at WITCC responded to the scene. The EMT's responded first, then the Disaster Service Personnel, along with other area agencies rushed to aid. Paramedics and Lynn Posey, the Head of the Nursing Department, responded at the scene. KWIT covered the first report, the campus security vehicles were used, and the Gaylord dorms housed thirty to thirty-four directors and morticians.

Partnerships with the agencies and businesses in this community, and other links, gave new meaning and value to educational growth and human services. Not only did the college use the current technology, but they were masters at adapting to a major change using their problem-solving skills. The creativity during a time of chaos illustrated that the promises of technology and effective resource management can only promote educational growth and human caring.

Moving Into the Nineties

A new Capital Fund Levy Extension capped off 1990 to a favorable period. Instructional equipment needed repair and, sometimes, replacement. The need arose for new facilities to accommodate a multi-purpose classroom, a new library, a conference center, an instructional telecommunications system, and a media center. Discussion of a fiber optic cable to link all the community colleges, regents, and local classroom sites was high on the agenda for the new decade. Another plan implemented was the new joint venture of the Associate of Arts degree with the nursing program. Building internal campus links that strengthen interactions are just as significant as external links. Providing students with the placement, structure, and assessment that will best guide them was characteristic of WITCC's philosophy.

As charter members of Phi Theta Kappa International Honor Society, two-year colleges gave recognition to the students' scholastic achievement. The local name of the chapter is Beta Zeta Mu. "I personally asked to focus on the academic achievers because the athletes get all the publicity," said Dr. Dunker, President of WITCC. At the same time, the success of the college was a mixed blessing. "I was the only business leader called on the carpet at the Chamber of Commerce because we (WITCC) were too successful and growing too fast" (Dunker, 1998). The Society encourages and recognizes campus and community service, leadership development, scholarship, and the opportunity for scholarship, enrichment, and personal development.

The PACE, or Program for Alternative Careers/Employment for non-traditional occupations, is another nineties bridge to determine what the market will be in 2000 to 2005. Through investigation of wage and employment information, planning and evaluation, and creatively seeking out and taking advantage of opportunities, WITCC can meet the challenges of the future.

Women and Minorities in the Institute

Dr. Dunker, one of the first students at WITCC and later President, recalls that minority enrollment and recruitment were not considered because "there were not that many to pool from." As a result, active recruitment of women and minorities was not done.

However, as the social climate of Sioux City changed and the minority population grew, the college became more responsive to the needs and the demands of that constituency. According to statistics from the United States 1990 census, Spanish is the native language of 65 percent to 70 percent of all ESL (English as a Second Language) students in the United States, while in Sioux City it is 80 percent. The Asian statistic is 10 percent to 15 percent in the states, and 12 percent in Sioux City. To elaborate, the Southeast Asian arrivals represented Amerasians, Cambodians, Laotians, and Vietnamese totaling 1,072,471 in the United States from fiscal year 1975 to fiscal year 1993 (Washington, DC, 1993). The Southeast Asian refugees are survivors; they had no alternatives and no choices.

Because of these significant numbers, WITCC took on the ESL program and has enrolled many of the new immigrants in the structured program. One director and four part-time instructors head the nationally syndicated program. One criticism is the instructor's lack of proficiency in the immigrant's language. Because of the diversity of each culture, providing feedback and interpreting clarification can be difficult, especially if the instructor is ignorant of the student's culture.

Student Transfer Rates

There were a number of reasons students had for attending community colleges in the early fifties. While some enrolled directly from high school, other attended professional schools such as agriculture, dentistry, education, engineering, law, and medicine. The decision to change from professional to semiprofessional fields was sometimes financial and, at other times, due to failure in their field. But, thirty years later, the number of students transferring to four-year institutions shows a significant increase (see Table 2.2).

Long-Range Plans for the Future of Western Iowa Tech Community College

WITCC is proud of the Iowa New Jobs Training Program (260E) and Iowa Jobs Training Program (260F) because of the important partnerships between business, education, and government that brings training to the workplace. All parties involved benefit from this camaraderie. Some of the major local businesses that benefitted from this partnership were American Pop Corn Company, Chesterman Company, Cloverleaf Cold Storage Company, Global

Table 2.2

Community College Transfer Rates 1984-1987

Number of Participating Colleges	Year Students Entered	Number of Entrants	Number Receiving 12+ Credits within Four years	Number Transferring Withing Four Years
48	1984	77,903	50.5	23.7
114	1985	191,748	46.7	23.6
155	1986	267,150	46.7	23.4
366	1987	507,757	46.9	22.6

Foods Groups, Inc., JetSun Aviation, Hy-Vee Food Stores, Inc., Long Lines Ltd., Sioux Honey Association, Terra International, Inc., Wells Dairy Inc., and Wilson Trailer Company.

"The message this placement report send out to Siouxland and its employers is that WITCC students stay in Siouxland after college graduation and become a part of the skilled workforce in this area" (Dunker, 1998). The salary range of each occupation is shown in Table 2.3.

The six-county area called Merged Area XII in northwest Iowa, served by Western Iowa Tech, strengthens the workforce as well as the communities it

Table 2.3

Sampling of 1997-98 Salaries Per Major

Major by Program	Average	High
Telecommunication Electronics Technology	$29,348	$43,992
Computer Programming	$30,680	$36,982
Occupational Therapy Assistant	$28,579	$36,982
Air Conditioning, Heating and Refrigeration	$20,592	$31,200
Associate Degree Nursing	$24,336	$27,976
Physical Therapist Assistant	$22,880	$26,998
Architectural Construction Engineering Technology	$23,379	$25,376

serve. Opportunities for at-risk populations include completing their high school education or studying at the college level. Besides community and continuing education the curriculum included lifelong learning, English as a Second Language, adult basic education, Individualized Learning Centers (ILC), TRIO Program (federally funded assisted program), Iowa New Choices (helping single

Accounting Specialist
Administrative Assistant-Legal
Administrative Assistant-Medical
Administrative Office Management
Agri-Systems Technology
Air Conditioning, Heating and Refrigeration
Architectural Construction Engineering Technology
Art and Design
Auto Collision Repair Technology
Automotive Technology
Band Instrument Repair Technology
Biology
Biomedical Electronic Engineering Technology
Business Administration
Carpentry
Chemistry
Child Care Supervision and Management
    Child Care and Development Option
Child Care Supervision and Management
Clerical Bookkeeping
Computer Programmer
Computer Science
Dental Assisting
Desktop Publishing Technology
Diesel Technology
Education
Electrician (Mapleton Campus)
Electronic Communications
Electronic Engineering Technology
Emergency Medical Services/Paramedic
English
ESL (English as a Second Language)
Fire Science
Foreign Language
General Studies
Graphic Communications
History
Horticulture and Landscaping
Management Specialist
Marketing Management
Mathematics
Mechanical Engineer Tech
Medical Lab Technician
Microcomputer Specialist
Nursing, Practical
Nursing, Associate Degree
Occupational Therapy Assistant
Physical Education
Physics
Piano Tech
Plumbing and Sheet Metal
Police Science Tech
Political Science
Psychology
Railroad Operations
Secretary
Social Work Coop Program
Software Tech
Surgical Tech
Telecommunication Electron
Welding

Figure 2.4

Programs and Options

parents attend college), and Vocational Rehab Services.

Program and Option Guide

The mission of WITCC is to provide post-secondary, occupational education leading to diplomas, certificates, and the Associate of Applied Science degree. Some of the options are listed in Figure 2-4.

Conclusion

As the college seeks to prepare students to function in both local and global environments, the connections and partnerships it develops with other institutions and agencies help it to be more effective. Recognizing that no one is completely self-sufficient, the college works effectively with the community college system and the larger university system. With all of the partnerships and businesses, the city of Sioux City and the State Department of Education depend on the leaders in the business and industrial community for advice and counsel.

As a representative of Northwest Iowa, Sioux City tried to answer the needs of its citizens by renting space in dilapidated old school buildings through the efforts of a few dedicated men and women and a modest grant. These same people would create the fortitude of the institute and watch it grow and change for many years.

The students served came from all walks of life: World War II veterans needing civilian job training, farmers needing new jobs, and displaced homemakers, to name a few. Women and minorities began to enroll in greater numbers in later years as Sioux City's demographics changed. In trying to answer the needs of the citizens, WITCC tried to get accredited in the arts and sciences. Local politics fought this until they realized that community colleges gave students to the four-year colleges, instead of taking them away.

The period in the institution's life became compatible with the community because it answered the needs of so many. Faculty, administration, government, and business were ultimately satisfied with the service of the college. This commitment to develop its citizens to their full potential by training and instructing with experience and innovative approaches made the college the success it is today. "WITCC is the tenth largest industry in Sioux City" (Dunker, 1998). Because of the important links with others in the community, the college creates citizens who can contribute much to society as well as to themselves. The community college is presently using a five-year federal Title III grant to increase student success and strengthen the academic program. With a record high enrollment of 4,096 students, WITCC has surpassed its growth and development in becoming a very viable and important entity in the community it serves.

CHAPTER 3

Methodology

Chapter 3 focuses on the methodology for the study, how the information was collected and analyzed, and procedures concerning the profound effect education and economics, business and industry, and state and local politics had upon the future of Western Iowa Tech Community College. Selected developmental factors are also explored. Form and Style: Research Papers, Reports, Theses (9th ed.) by Slade, Campbell, and Ballou (1994) and The Publication Manual of the American Psychological Association (4th edition) by the American Psychological Association (1996) were used as guides for writing this dissertation. Methodology regarding data collection and analysis, and a summary follows in the remaining sections of Chapter 3.

Borg and Gall (1989) related that

> The recording of the event involves an interpretative act by journalists or other recorders because their biases, values, and interests will cause them to attend to some details and omit others. This, historical sources are cloaked in interpretation before historians touch them. Historians add another layer of interpretation in the way they choose to emphasize or ignore facts about the past and in the way they fit facts into categories and patterns. (p. 806)

Review of Related Literature and Research

This section describes processes used to review the literature related to the problem under study. Educational Resources Information Center (ERIC), Current Index to Journal in Education (CIJE), Dissertation Abstracts International (DAI), Psychological Abstracts, and the Project for Automated Library Systems (PALS) provided further review of the literature.

Methodology

Historical research is a systematic process of analyzing and interpreting the sources as they relate to the topic under study (Wiersma, 1995). Information is reported about events occurring in the past with logical induction. By contributing valuable data through primary and secondary resources, the study can show accurate perspectives. Primary sources, such as interviews, in this study were used whenever possible to locate them. External and internal criticism evaluated the authenticity of the study (Wiersma, 1995). Monthly board minutes from 1966 to 1995 were used as secondary sources. Questions from Chapter 1 were answered with a holistic approach following Wiersma's (1995) four-step historiography approach:

1. identification of the research problem,
2. collection and evaluation of source materials,
3. synthesis of information, and
4. analysis, interpretation, and formulation of conclusions.

The first step is a preliminary review of the research. Steps two and three critically search and synthesize the literature in Chapter 2. Finally, analysis, interpretation, and formulation of conclusions were utilized to determine the answers to the research questions posed in Chapter 1.

Data Collection

Libraries, primary sources of interviews, and private historic collections were the main sources used to conduct this research. Personal interviews (see Appendix A) were utilized according to the following criteria: to provide details unavailable on official records, to give a deeper perspective to secondary sources, to supplement local history accounts, and to collect as many recollections (whether biased or unbiased) as possible. ERIC, the Education Resource Information Center, was utilized to examine the information through the inter-library loan system. Journals, magazines, and bibliographical guides were used to either confirm or refute the problem statement.

Data Analysis

This section describes analysis and treatment of the collected data. Methods of data analysis are interpreted for both internal and external validity. Both primary and secondary documents are analyzed for credibility and relevance. A chronological account of the college's history gave a logical analysis of the information. WITCC is unique from most community colleges in that it evolved from several other schools into one of the top ten entities in the Sioux City area. Historical development of the college shows that its mission has remained technical in focus. The information in this research is valuable because it gives understanding for the changes and growth of the college. The study was divided chronologically according to the development of the college.

Events on campus of WITCC included comparisons of other community colleges in the United States. Political and legislative events influencing the college were identified. Interaction with local business and industry was documented. Populations served are determined by the quality of decisions made by the legislature and the administrators as well as the governing boards. These constituencies were investigated and provided a foundation for future evaluation of the best way to serve the underserved and the unserved.

CHAPTER 4

Findings

On August 19, 1966, the Iowa Board of Public Instruction at Des Moines gave final approval to plans for a Sioux City area vocational technical school serving a four-county area (Journal, 1966). Following that, Estherville became the administrative center for a five-county area that would maximize the use of the existing junior college facilities. The five counties (Dickinson, Clay, Emmett, Palo Alto, and Kossuth) won approval and cautiously elected a board to supervise them.

By this action, Sioux City was able to merge the school systems of Woodbury, Ida, Monona, and Plymouth counties into a single vocational school district. Darwyn Friedlund, the Woodbury County School Superintendent, called for an election to select a governing board for these counties. Actually, the state board gave approval for the vocational school plan in July of 1966, but it needed ratification by the counties for final approval by the state. Plans for the physical facilities would not take place until the new four-county board was selected, but it would be built in Sioux City.

"The school is to be financed with state and federal funds and by a maximum property tax levy of 1.5 mills in each county, .75 of a mill for the building and .75 of a mill for operating" (Journal, 1966). One hundred dollars was set as the maximum tuition for each semester for a FTE (Full Time Enrollee). The attorney general and the Legislative Rules Review Committee had to approve the agreements of the board before they could be ratified.

Clearly the need for a physical facility was established by the hard work of diligent advocators who fought for two or more areas to enter into agreements regarding sharing the costs for students living in one area but attending school in another for courses not offered in their home area.

Establishing a Physical Facility

The following is a list of classes scheduled for the fall of 1966:

Homemaking: sewing, interior decorators, tailoring, upholstery.

General Interest: developmental reading, driver education, income tax, investing stocks and bonds, modern math for parents, psychology; principles and application, public speaking, Spanish conversational, business law, traffic management.

Industrial: blueprint reading, mechanical drawing, auto mechanics for women electronics, machine shop, gas welding, electric arc welding, woodworking, apprentice and trade classes.

University Extension: The University of South Dakota offers extension courses at the graduate level at WITCC.

Recreation and Hobbies: bridge for beginners, improvement, golf, model railroad building, swimming, lawn, shrubbery and landscape.

Business: bookkeeping, business correspondence, general business, office calculators, shorthand, typing.

Sioux City Area Technical School: electronic technology, mechanical drafting and design, technology, practical nurse education.

Arts and Crafts: commercial art, jewelry making, silvermaking, knitting, cake decorating.

900 Club Color Film Series: Color Film Series of entertaining and educational travelogues with narration by the photographers.

Group Discussion: great books, great decisions.

In 1910, the optimism of a sound economy and bright future pervaded the city. But, from 1930 until 1945, there was turmoil and the Depression. The Pick-Sloan Project was created in the early sixties to help victims of flooding in Sioux City and the Missouri Valley. The Armour Plant closed, and Iowa Beef Processors (IBP) began in 1963. By 1967, WITCC's birth came at a dramatic time in the city's history that coincided with a new Hilton Hotel and the JC Penney Store.

The parallel program with Manpower and Development Training Act (MDTA) for high school graduates projected a continuing expansion and growth in the college's population. Because of a great need to encourage lifelong learning, the college offered Adult Basic Education Programs at no charge. The HSEP (High School Equivalency Program) was also implemented in the late sixties. Equipment was paid for by the Sioux City Community School District. As a result of economics, the Farm Equipment Program was terminated; however, Dr. Kiser encouraged teachers to participate in extended education seminars and conventions to learn the latest developments. He saw a future in the arts and sciences and wanted the college to apply for accreditation.

Interaction with Area Business and Industry

A number of other businesses and industries actively took an interest in the establishment of the vocational college. Director Wayne Kyle wanted to use the Rocklin Manufacturing Plant for an apprenticeship program as well as for instructional purposes. "Recognizing that the need for vocational and technical training is a reflection of a society that is burgeoning technology and economy, WITCC shall encourage lifelong learning. WITCC shall also assist all people to prepare themselves for maximum participation in community life" (Board minutes, 1968).

By 1969, Briar Cliff College requested to affiliate with WITCC for computer plug-ins for the school. All along, Dr. Kiser encouraged and explained the need for curriculum changes and additions. WITCC was not represented at state and national conferences. New courses such as: Introduction to Aviation, Business English for Women, and Back-to-Work for girls from the Florence Crittenton Home for Unwed Mothers opened up. Kiser predicted growth in recreation and sports facilities as well. WITCC wanted continual assessment of the needs of the area and the people served. All the while, telephonic meetings were being held to assess the situation.

Another study of Administration Organization by the Educational Planning Service through the University of Northern Colorado, at Greeley, Colorado was completed in 1979. Dr. Randall Burnight began teaching Dental Assisting, and a new program was born. Throughout America, the need for workers and the drive for social equality perpetuated the need for community colleges. Sioux City was no exception. A "career education" became the collective term for all occupational, vocational, and technical studies (Bess, 1991). In August of 1984, the New Industrial New Jobs Training Program was introduced to the board and Aalfs Manufacturing Company gave notice of intent to receive half of the salaries of the trainees starting in training in exchange for their apprenticeship. By the following year, Long Lines LTD and Pioneer Tele-Tech joined in the agreement to train students and reap the benefits. A central sales manager, commercial telemarketing sales supervisors, sales trainer, quality assurance supervisor, computer operators, program analysts, shift leader, secretary, receptionist, shipping and receiving mail clerk, accounting clerk, and finance manager combined for the price of $1,550,000 to WITCC. The student and the company pay for the training. This mutual and lucrative agreement helped cement and influence the institution's development. Soon afterward, another major industry, Wilson Foods, Inc., joined in the Industrial New Jobs Training Agreement.

Chesterman Bottling Company gave $125,000 to train and educate their future employees in late 1986. But, not only businesses and industries were enjoying a partnership with the college, WITCC was concerned with the potential dropout rate of students. A pilot program called Joint Youth Program began in the summer of 1987 to solve that dilemma. The Nursing Program at Marion Health Center was closing and WITCC was looking to develop a comparable program. By 1988, American Popcorn, Iowa-Nebraska By-Products, Dakota Pork Industry, Consolidated Beef Industry, and Wells Blue Bunny combined almost two million dollars to train their potential employees through WITCC. The financial future of the institute, at this juncture, was looking positive.

State and Local Involvement

As the farmers were recovering from their devastating economic fall, WITCC President James M. Rocklin ordered a comprehensive study by professional Gary Grossman of Ohio. Grossman's concern over the declining population of Sioux City in 1989 led to a survey which addressed areas such as where we are, status quo versus growth; where we are going, priorities; how we get there; planning and implementation. Out of this survey came a comprehensive Management Information System five-year plan. Now a more responsive answer to students' and the community's need would provide quick information and solutions to any problems. A Resource Development Office began with the sole purpose of providing for foundations, alumni, and grants. "The changing economy and population of Siouxland and its effects upon the student body of WITCC require considerably more attention in terms of appropriate student services, especially with regard to retention of the student" (Board, 1989).

Not only did the Nursing Program change, but the change in arts and sciences enrollment went above projection while the voc-tech courses waned. When the minimum wage in Iowa increased to $4.25 an hour, the work-study program increased wages to $4.25 an hour. The economics evolution truly contributed to the institution's development.

Economic Enhancement and Evolution

Throughout the period of development of WITCC, the board tried to address the issues involved in its future. In January of 1998, Blood Banking on campus became a program for the community. There was an expansion of Vocational Rehab Services. The college became a charter member of Phi Theta Kappa International Honor Society and named themselves Beta Zea Mu. The new fraternity encouraged and recognized campus and community service, leadership development, and scholarship (Board, 1998). WITCC saw the opportunity for scholarship, intellectual enrichment, and personal development.

PACE, the Program for Alternative Careers/Employment, meant that non-traditional occupations would learn the market and be savvy in the years 2000 to 2005. Wage and employment information presented in a three-day workshop would complete the course. By September 1998, WITCC won three awards in the National Council of Marketing and Public Relations District Five Medallian Awards Competition. "The mission of WITCC is to provide quality education and to economically enhance the communities we serve" (Board, 1998).

WITCC's Philosophy

From the beginning, the goal of the college was to satisfy the definition of both an "area vocational school" and an "area community college" as set forth in Iowa Statute Sections 280A.1 and 280A.2. Because the region is basically industrial and manufacturing focused, an important mission to answer the needs of the area for technicians and professionals was being addressed.

Not only were specialized courses offered, but general education courses in areas such as mathematics, sciences, language, literature, social sciences, music, and art were designed to give a broad perspective on values, respect, and skills to guide the students towards productive citizenship. At the beginning, the philosophy of the college was "to furnish more and better opportunities to learn . . ." (Board, 1967).

The theme of access is a deep and valued motif in the community college, and WITCC is no exception. However, when the addition of arts and sciences occurred, much controversy from within and from outside the college simultaneously occurred. The college vowed to remain technical, but the addition of the liberal arts program served students interested in transferring to four-year institutions. Opportunities and access were simply a response to the demands of the times.

Administration and Faculty Relations

One of the issues considered a priority at WITCC was a workshop to give teachers knowledge of the socio-economic problems of the people they were serving. Support for serving the unserved enabled the program. In 1971, there was concern for a majority of the faculty teaching forty-eight hour weeks with no opportunity to update their occupational experience or to be aware of institutions as a whole. With the progression of decentralization at WITCC, concerns over communication problems between students, faculty, and administration pressured all those involved. No instructors were hired for the liberal arts program during this time. By 1972, a Commuter Institution Development of Students Intra-Communication Council began as a liaison with faculty and administration. One of their missions was to search for an adequate extra-curricular program.

Before that, President Nixon signed the Economic Stabilization Act Amendment of 1971, which was passed December 14, 1971 by the House and the Senate meaning that the payment of retroactive wages to the school personnel would take effect. In the hierarchy of communication, Iowa has three echelons of education agencies: local school district, county school system, and the State Department of Public Instruction. Thirty-five other states have three echelons and Hawaii has one.

Through these echelon channels, communication between faculty and administration proceeds and improved curriculum, instruction, and general policies benefit. By responding to the needs of the students while testing their progress, faculty and administration relations improve. The general consensus was that when the staff and faculty are stimulated and encouraged, they will be well equipped to handle the influx of a growing institution.

Serving the Population of Northwest Iowa

Sioux City was named for the Sioux Indians and the Big Sioux River by Dr. John K. Cook in 1853 (Schmidt, 1969). Unfortunately, in serving the unserved, WITCC has not been able to reach this part of the population. Part of the reason is, ". . . those (students) African-Americans, Native Americans, and Latinos felt consistently alienated" (Loeb, 1995). Another reason is several community colleges already serve the more than 1,500 Siouxland area Native Americans on their reservation. However, WITCC does serve surrounding counties under the governance of the Iowa State Department of Education. Locally, 143 acres serve the trades, industries, and technology, as well as the arts and sciences. With new lecture halls and interactive TV classrooms, the link to progress is supported. A forty acre tract near Lawton, Iowa, provides ample satellite locations for agricultural programs with fully equipped hog and beef confinement complexes.

Educational Access: The Public Radio Role

KWIT radio station gives an opportunity for non-commercial local programming to the Northwest Iowa area. Classical music programs, dramatic readings, and discussion of the humanities reached people who lived on fixed incomes or were disabled. Spanish-speaking programs enabled the Hispanic population to enjoy communication. Agriculture, business, and livestock production programs reached those citizens. "Under the code of Iowa, community colleges were formed not only to train students but also to perform community services which would upgrade the quality of life for the constituents they serve" (Kiser, 1978). The future of the public radio station struggled for a time with Republican Governor Ray and the tax research conference arguing that KWIT is both informational and educational, and worthy of the taxpayer's support. On July 1, 1977, the ground was broken for the new station. "The public disagreed with the tax conference's anti-WIT sentiment and with the Republican feelings" (Poole, 1978).

Public Perception of the Community College

Not only was the community rallying around the new station, but they were in full support of the community college with courses being televised for those living in remote areas. By 1972, the Coordination of the Iowa State University Firefighters began training at the college. All along, continual assessment of needs of the area and the people being served were being implemented. Rehabilitation services covered by the State Plan for Administration of the Vocational Rehabilitation of Iowa took place in 1978. A joint program with the Work Activity Center Operation (WACO) provided education and help for the mentally and physically disabled.

The Woodbury County Board of Supervisors, under the provision of Title I of the Comprehensive Employee and Training Act of 1973, promised job training and employment opportunities, ". . . for the economically disadvantaged, unemployed and underemployed, to enhance self-sufficiency by establishing a flexible and decentralized system of Federal, State, and Local programs" (Board, 1979). A major concern was lack of communication between WITCC and the news media.

Without public support, the college would lose financial support, so an ongoing assessment of needs was a major theme of the board meetings. Retrenchment coined the beginning of the eighties. The administration was getting another examination by the board as to how economically efficient each employee actually was. This was not so remarkable, considering the pattern of the new decade. While a new student center was being dedicated to promote camaraderie with the student body, the meat cutting program was being cut because of low enrollment. Congressman Berkely Bedell, on WITCC's behalf, raised questions about the formula for qualifying for federal (HUD) help. Was the government favoring large colleges over small colleges (Board, 1980)?

California became the leader in community college development because of the support from Stanford University along with strong support for public education at all levels (Bess, 1991). As of 1989, more than one-half of the college students in Arizona, Washington, Wyoming, and California were enrolled in community colleges. With this precedent, WITCC knew the importance of the support of its public. In 1984, the New Industrial and New Jobs Training Program took effect. Aalfs Manufacturing was first to join in the program where the employers receive half of the salaries of the trainees starting up. This new program for new and expanding industries would establish 110 new job positions for ten years. House #20, a house built by students in Dennison, was completed and sold. As news of the success got out, Harold Godbersen, from Ida Grove, donated six and a half acres to WITCC to be used for a carpentry program. Soon, there would be another carpentry program in Ida Grove, an electrician program in Mapleton, and heating, sheet metal, and plumbing program in Denison.

In a 1984 telephonic meeting, discussion of the new training agreement with Cargill, Inc. for $785,000 was held. Another Long-Range Plan of 1967 was being changed into a new Master Plan and a consultant from Mansfield, Ohio was hired. The state of the economy and the farm situation was discussed at great length. At the same time, serious concern over the decreasing enrollment in mechanical drafting took precedence and a solution to the "ladder concept" changed the mechanical drafting program to the Mechanical Engineering Technology Program. With this new implementation, time would be saved, there would be greater utilization of instructor efficiency, and the projected income for expenses would be significantly reduced. This new philosophical shift came about as a solution to retrenchment proceedings.

Programs and Services for Community Needs: Curriculum

"Curricula may be seen as that part of the cultural life of academic organizations in which faculty, administrators, and students construct and revise their understandings and in which they negotiate about what counts as valid knowledge in particular historical and social settings" (Conrad, 1995). Changes in the job market reflected the need for new programing and technology, and became among the first new programs added to the campus. Many surveys assessed the need for programs in data processing and heating and air-conditioning, as well as dental assisting. Faculty were the visionaries with their expertise, teaching, and thinking. With their commitment, other curricula had room for expansion.

In the beginning, times were difficult, and many faculty were overworked and underpaid. In 1969, there were problems with instructors having the proper qualifications, such as 3,000 hours of practical experience in the area of the subject matter being taught (Board, 1969). The dynamic and complex foundation of curricula was motivated by the charismatic culture and its changing nature. Programs needed to answer the needs of the people they served and they did this through the Board of WITCC. During that same time, a new program in Dental Assisting, Medical Assisting, Production in Mechanical Draft and Design, and an Office of Occupational Coop began.

In the process of looking for a better site to accommodate WITCC students, a Rating Factor was used to determine accurate and efficient use of the land. To determine the need for a classroom the number of quarter credit hours equals the hours per week, times the number of weeks, times the number of students, divided by the Rating Factor for the type of institution, times twelve. This formula would equalize various types of institution, lecture courses, lab institutions, and shop courses and help determine if a classroom was needed (Board, 1966).

The flow of authority progressed from the superintendent, the executive officer of the Board of Directors, who directs and implements all policies on the board and who is responsible for the satisfaction of articulation in part-time career programming. Next in line is the Director of Adult and Continuing Education for planning, organizing, coordinating, and directing all full-time (FT) and part-time (PT) adult and continuing educational programs. Next, the Director of Student Services, then Business Affairs Division which provides maintenance help, secretaries, clerical, purchasing, who then reports to the Superintendent. Finally, the Faculty Senate Democracy membership is a "face to face" group in which all active members have equal rights (Board, 1972).

Without question, the transition for the college to the liberal arts was the most challenging. Designed for students who wished to transfer to four-year institutions, much difficulty ensued in trying to accomplish this task.

Changes to Meet the Needs of the Community: The Liberal Arts

Dr. Kiser predicted growth in the arts and sciences and in the athletics program. Accreditation from the North Central Accreditation Association to serve Area XII was a major concern. By offering new degrees, the college became a comprehensive community college offering both occupational and transfer programs. When the Regents Institution inspected WITCC's facilities in 1967, they found that old, dilapidated high school buildings, the YWCA, and mobile classrooms would qualify for state aid. The arts and sciences program was, however, accepted and approved. The general philosophy was that all students should have the opportunity to get a broad education beyond high school. But, throughout the college's history, no one has ever wanted to remove the word "Tech" in the title (Kingery, personal interview, 1998).

Faculty and administration determined that the institute should focus on the technical schooling, and not try to compete with the other liberal arts colleges in the area. The arts and sciences offered at WITCC became a point of contention both internally and externally. It was important to keep good relations with the other colleges because these students would soon be transferring to their colleges.

Summary

As Western Iowa Tech Community College enters into the next millennium, it faces many challenges. Higher education institutions are faced with the task of funding and other economic issues, but there are other significant hurdles that challenge WITCC. While the college continues to serve area business and industry through training, they still need funds for equipment, buildings, and instructors. This ongoing fiscal responsibility involves the cooperation, as well as the communication with the public it serves. By retaining and providing instruction to those that need upgraded skills and new technology, the institute has not lost sight of its purpose: to serve the unserved and the underserved.

The history of the alliance between the city of Sioux City and the institution dates back to the beginning, in 1967, when the local school board asked WITCC to take over Manpower and the Nursing Training Program. The desire to take over these failing programs served as an impetus for the growth and development of the college. By 1984, the New Industrial New Jobs Training

Program (JTPA) became a strong influence on WITCC, and it still enjoys that status today. Having the advantage of being born in the "golden age" of community colleges, WITCC answered the vision of Leonard Koos as to what a community college should be. It was an extension of high school, and a way of providing training for students who did not want to pursue a four-year college program.

While the college coped with trying to be all things to all people, it struggled with trying to develop academic programs that would enhance the growing industrial and technological base of the sector. Support from area businessmen enhanced the college's status when they served on the Advisory Boards and served the students. Returning veterans got the retraining they needed to function in society. The farmers recovering from an economic slump forced the college to grow and adapt to the times.

When technology entered the picture, the arts and sciences was right around the corner. Some in the administration, as well as the faculty, were not receptive to the program. Certainly, many of the public feared the competition with the existing liberal arts colleges in the area. The low tuition and the optimal location provided an accommodating atmosphere and the open enrollment policy began. Along with that policy, remedial education developed to aid those who were unprepared and inadequately educated in high school. The minority population was not a focus until the successful English as a Second Language program took effect. However, many of the ESL students complain that courses offered during work hours are not convenient. Even with those shortcomings, the program is one of the most successful programs in the country.

Has Western Iowa Tech Community College served the unserved and the underserved in the community in its first thirty-three years? Looking at the support from the local area businesses and industries, the answer is unquestionably "yes." The mission of the college is in tune with the mission of our nation's community colleges: providing an equal opportunity for all people to become all that they can become.

WITCC continues to this day to strive to answer its community and surrounding area's needs. Along with the community service activities, such as the radio station, KWIT, the college has successfully expanded and gained its well-earned clout. By understanding the historical perspective of the college and the area it serves, one can gain significant insight into what more can be done to make an even better institution.

CHAPTER 5

Summary, Conclusions, Discussion, and Recommendations

This chapter presents a summary of the purpose, methodology, and findings of this study. The summary will be followed by conclusions that emerged from the findings, a discussion of the findings and conclusions, and recommendations.

Summary

Purposes

Research on the history of WITCC indicated that no empirical study had been conducted on the background and establishment of the northwest Iowa community college. By illustrating how the interactions of each entity contributes to the success of the college, WITCC can serve as a true model of success for other colleges to emulate.

The purpose of this study was to chronicle the transformation of the college merging with other counties and areas in an effort to serve the unserved and the underserved in the last thirty-three years. Additionally, investigating the important dynamics of the economic climate of Sioux City and its influence on the college's inception gives a true historical framework. This study also examined the role business, industry, education, economics, and state and local politics played in the development of WITCC from 1966 until 1999.

This study proposed to address the following research questions:

1. To what extent was WITCC's physical facility established in Sioux

City, Iowa the result of community need?

2. To what extent did WITCC's interaction with area business and industry influence the institution's development?

3. To what extent were state and local politics involved in the institution's development?

4. To what extent did the economics evolution lead to the institution's development?

5. To what extent did the educational access lead to the institution's development?

6. To what extent did programs and services change to meet community needs and were these changes in the best interest of the college?

7. To what extent does WITCC serve the population in northwest Iowa?

Literature Review

A review of the literature was structured to explore major events, trends, and political influences that shaped the history and development of WITCC. Examination of the early beginnings including background information and historical perspective on community colleges in the United States were described. The study dealt with factors influencing the educational and economical climate of the college

Methodology

This study investigated the relationship of events occurring in the past with logical induction. Primary sources, such as interviews were used and evaluated externally as well as internally to validate authenticity. Secondary sources came from monthly board minutes from 1966 until the present time. A holistic approach following Wiersma's four-step historiography approach was followed. The collected information was analyzed and interpreted to formulate accurate conclusions.

Findings

After thirty-three years of service, Western Iowa Tech Community College faces many new challenges in the next millennium. By serving those not served by traditional education, WITCC has created accessibility to those who need it most. Serving the unserved and the underserved in 1999 was difficult at times because of the many changes. A new paradigm shift in adding the arts and sciences caused many in the technical departments much conflict, not to mention the local colleges' strong objections. Trying to be all things to all people is not possible. Open enrollment is a good policy, but it also opens up remedial problems that need to be addressed. Establishing a public radio station that would serve western Iowa answered the needs of its public, but not without a fight. Republican Governor Robert Ray opposed the station and so did the Tax Research Conference.

Dr. Robert E. Dunker, the present and second president of WITCC, was a 1967 graduate of the college. He related that he was, "the only business leader called on the carpet at the Chamber of Commerce because we (WITCC) were doing too good, and growing too fast." Since the college is the new "baby" on the block, they continue to walk a "tight rope" with the other local colleges. Voc-Tech and the arts and science departments continue to grow and build programs. Meanwhile the word "tech" is a double-edged sword because locally and within the state, the word is considered an attribute; however, at the national level, using "tech" in the title means that the college is not comprehensive. Presently, the board fears becoming a four-year liberal arts college, so the word "tech" becomes an appeasement to the political powers that be.

According to Dr. Dunker, the Faculty Association (Union), does a good job with promoting sophisticated teaching skills with general education. There are more women in leadership roles now; however, there is a struggle to hire minorities because, "the interview pool is all white" (Dunker, 1998). The first city manager of Sioux City, Connie Bodine (1966), tried to implement an urban renewal plan with the development of WITCC. He projected three to four hundred students in an urban setting. "Later city managers came in to help; Connie had his own agenda" (Kiser, 1998).

Dr. Robert Kiser, WITCC president for the first twenty-five years, said that he ran an egalitarian board. A board where "staff, administration, and faculty were all invited; there was no hierarchy" (Kiser, 1998). In 1966 the state asked the Sioux City schools to help save Manpower Development and Training and they refused. At that point, the state was ready to close the program to get out of the business of education. It did not wish to give any money towards the college. Hard work and perseverance got WITCC established. At the same time, the National Business Training School privately offered high school training of secretaries and bookkeepers, but it went out of business. The area colleges saw a need for another institution to take care of the vocational area. This was hard to accomplish when a lack of understanding prevailed (Kiser, 1998).

Even though the state of Iowa put in $100 million towards distance education and telecourses, Ray Kindler, former Business, Office, Engineering Technology, and Title III Activity Director, feared that "the students will lose people skills because technology has gone far beyond; we can't catch up, there must be a support structure in place to handle this." He also feared that supply and demand for skilled people would grow too rapidly for the public to handle. For example, plumbers are in great demand, but the program is dwindling. This unique program is only offered in Sioux City, Iowa, Kelmar, Minnesota, and Jackson, Minnesota. There are no plumbing programs in South Dakota or Nebraska because of the shortage of students for the program. "Small communities want plumbers" (Kindler, personal interview, 1998). As Kindler retires, he remembers the political upheaval over the addition of arts and sciences accreditation. He is one member that believes that "tech" is indeed the root of the tree of heritage for the college.

On the other hand, an interview with retired administrator, Don Kingery, had a different slant. He felt that "in the early days there was a stigma attached to community colleges . . . and now, the word 'tech' in the name narrows the vision of the college too much. WITCC is much more. . . ." (Kingery, 1998). The true mission of the college was and is to keep the cost of tuition affordable and accessible. Each year, it is a major decision not to price the tuition out of reach.

The roles that business, industry, education, economics and local politics play in the development of WITCC is significant because it illustrates how the institute was formed during the "golden age of community colleges," in the sixties. Originally, the college began as an answer to the problem of those students seeking a trade. Then, it offered accessibility to those who wanted to stay in the area. Soon, because of the farm crisis, farmers were seeking retraining, and so were displaced homemakers. Because of the open enrollment policy, the college became an extension of high school in many ways. But, mostly, it remained true to its technological vision.

Discussion

Throughout the thirty-three years there have been some rocky roads. The struggle and turmoil that prevailed with the incorporation of the arts and sciences transfer programs and the development of the public radio station proved stressful. Those within the college were working hard to make the college academically sound while at the same time, designing it to meet the needs of the industrial and technological community. Support from local businesses was positive.

While the college served the unserved and the underserved, it proudly changed and grew with the times. Despite limitations, the college learned to deal with the pressures. While adding the arts and sciences was not popular with the technology department or the other local colleges, it provided the college with dramatic opportunities. Some faculty and administration still regret the change. The board and the administration fought for programs that would allow transfer of the first two years towards a bachelors degree that would be more affordable and less intimidating. But, with the onset of the open door policy, the college had to deal with the under-prepared student.

In reviewing all of the sources, the question of whether or not this dissertation illustrates that the first thirty-three years of WITCC served the needs of the community emerges. "The task of the historian is to combine one or more witness accounts, admittedly subjective, and to interpret them (admittedly also a subjective process) in an attempt to discover what actually happened" (Borg & Gall, 1989, p. 823). The answer to the above question is both simple and complex. As the college increasingly interacted with the many constituencies, it became more powerful and effective. Community colleges, in general, have cultivated instructional technology as a good marketing tool and WITCC is no exception to the no-frills economical good education that appeals to the market mentality. Today, WITCC fulfills the needs of Sioux City and the surrounding communities, but it continues to be a master at shifting paradigms in order to survive. When affordability and accessibility create a user friendly environment for today's student in tomorrow's world, then a community college truly becomes a college community.

Recommendations

As the college enters the next millennium, the year 2000 offers challenges and promises. This dissertation ends in the year 1999, just as the institution joins partnerships with other colleges and communities. A new trend is beginning where changing demographics in the Siouxland area may need further investigation into how the college can accommodate new minorities. Further investigation of this area is important because it would show where we have come from and how far we have gone in the last thirty-three years. By awareness from a historical perspective, the college can learn how to improve to become a superior institution.

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Appendix A

Interview Questions

INTERVIEW QUESTIONS

Western Iowa Tech Community College
December 1998

1. What was the effect on the economic climate of Sioux City on the college's development?
2. Is the original plan implemented today?
3. What precipitated the need for a community college in Sioux City?
4. What can you tell me about the public relations?
5. How long did you serve WIT?
6. How effective was the long-range planning? Is the curriculum answering the needs of its students?
7. How was the transition to Arts and Sciences? Etc.?
8. What process did the selection of the site go through?
9. How did you decide on the name? How did you decide on the mission statement?
10. How are the faculty and administration relations? How did the transition between Dr. Kiser and Dr. Dunker go?
11. How are the women, minorities, and disadvantaged served at WIT?
12. How does the curriculum reflect today's needs?
13. What do you think was WIT's greatest accomplishment?
14. Do you think the college is fulfilling your dreams?

Appendix B

Informed Consent

Informed Consent

Thank you for agreeing to be a participant in my research study of the history of Western Iowa Tech Community College. The purpose of this study is to identify the major trends and events that influenced the impact of Western Iowa Tech Community College on the community it serves

The study will be used to fulfill the requirements of my doctoral degree at the University of South Dakota in Vermillion. This study is being conducted under the direction of and approval of my doctoral committee.

The interview will take about an hour and will be conducted in your office or place of business as appropriate. If you choose to participate, you may withdraw from the study at any time.

There is no anticipated risk to those participating in the study. No names will be printed without the expressed permission of the participants.

If you have any questions regarding this study now or in the future, you may contact Fern L. Rocklin at (712) 277-0101 or Dr. Mark Baron, University of South Dakota (605) 677-5454. If you have any questions regarding your rights as a human subject, please contact the University of South Dakota Research Compliance Office at (605) 677-6184.

______________________________	__________________
Signature of Participant	Date
______________________________	__________________
Signature of Researcher	Date

Appendix C

Business and Industries Participating in the Jobs Training Program with WITCC

Businesses and industries participating in the Jobs Training Program with WITCC

Aalfs Manufacturing
Bros Paper Box Company
American Popcorn Company
Cargill Corporation
Chesterman Bottling Company
Cloverleaf Cold Storage Company
Consolidated Beef Industry
Curly Foods, Inc.
Dakota Pork Industry
Farner Bocken
Gerkin Company
Gunderson's Jewelry
Harker's Distributers
HyVee
Iowa Beef Processing Company
Iowa-Nebraska By-Products
Long Lines, LTD
Mercy Medical Services
Millard Refrigeration
Pioneer Tele-Tech
Rocklin Manufacturing Company
Ronald McDonald Corporation
Sabre Communications
Sioux Tools
Specialty Process, Inc.
Stan Sherman Company
Super Cross Hybrids, Inc.
Terra International
Wells Blue Bunny
Wilson Foods, Inc.
Wilson Trailer

Articulation Agreement: University of South Dakota, Morningside College, Bellevue University, Northeast Community College, University of Iowa, Iowa State University, Briar Cliff College, Buena Vista University, Community College of the Air Force.

Appendix D

Accreditations

Accreditations

- American Heart Association - Iowa Affiliate - Basic and Advanced Cardiac Life Support
- Association of General Contractors and Master Builders of Iowa-Carpentry
- Commission of Accreditation of Dental and Dental Auxiliary Educational Programs
- Iowa Board of Medical Examiners - Advanced Emergency Medical Tech
- Iowa Board of Nursing
- Iowa State Department of Health/Emergency Services-Basic EMT-A, First Responder, Emergency
- Rescue Technician
- Joint Review Committee on Education for Surgical Technologists in Collaboration with Committee on
- Allied Health Education and Accreditations
- National Institute for Automotive Service Excellence - Instructors (Automotive and Auto Body)
- National League for Nursing - Associate Degree Nursing
- National League for Nursing - Practical Nursing
- National Registry of EMT's and Paramedics
- Nebraska Board of Medical Examiners - Basic, Intermediate, and Advanced EMT Training

Appendix E

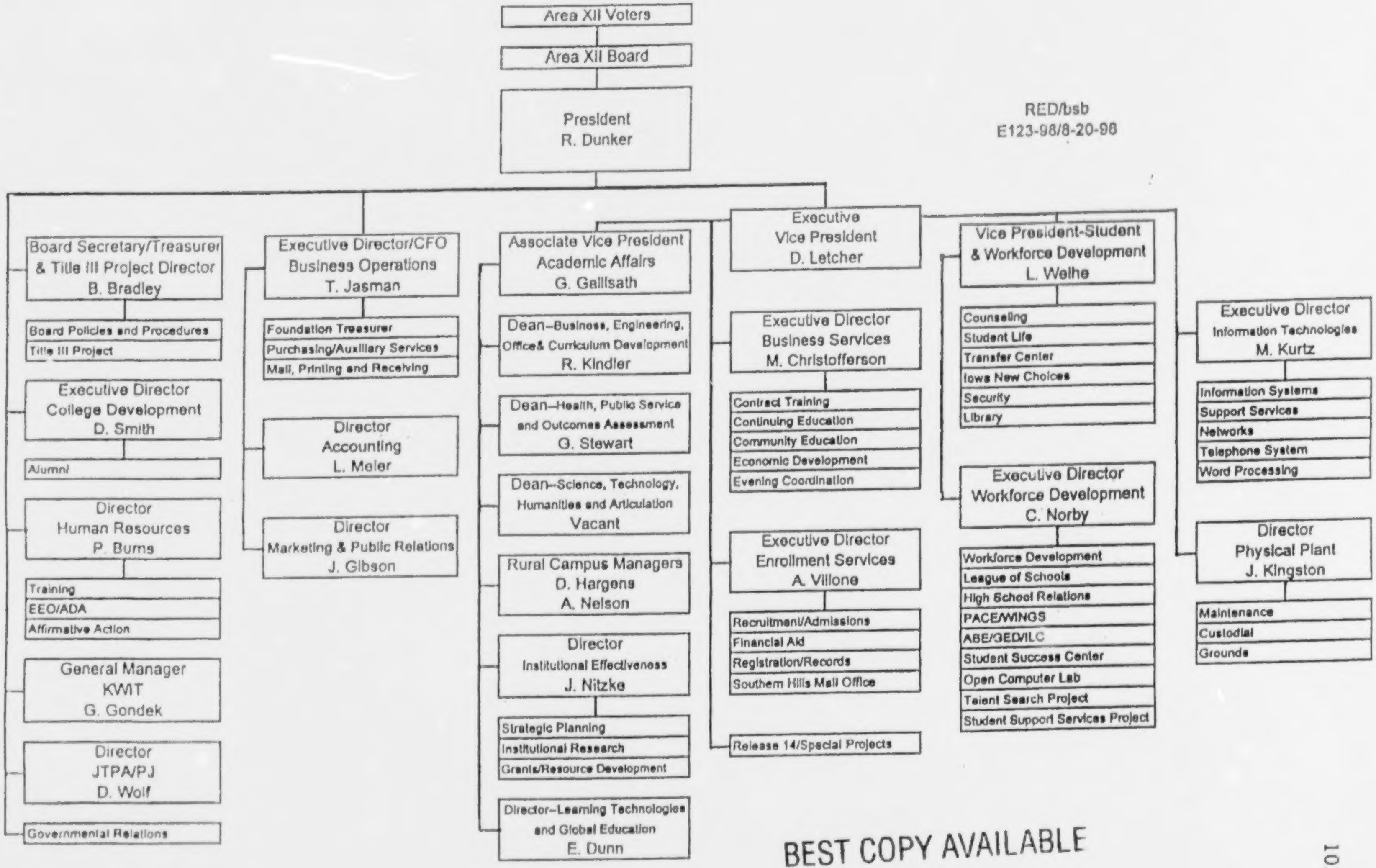
Salaries in 1968-69

Salaries in 1968-69

Dr. Robert Kiser, Superintendent	$22,000
Wayne Kyle, Director of Voc Tech	$17,600
Dr. Robert Cox, Director of Adult Education	$16,600
Male Instructor in Mechanical Drafting and Design	$10,626
Female Instructor Practical Nursing	$ 6,565
Female Instructor Office Equipment	$12,338
Male Instructor of Mechanical Drafting	$10,875

Appendix F

WITCC Organizational Chart



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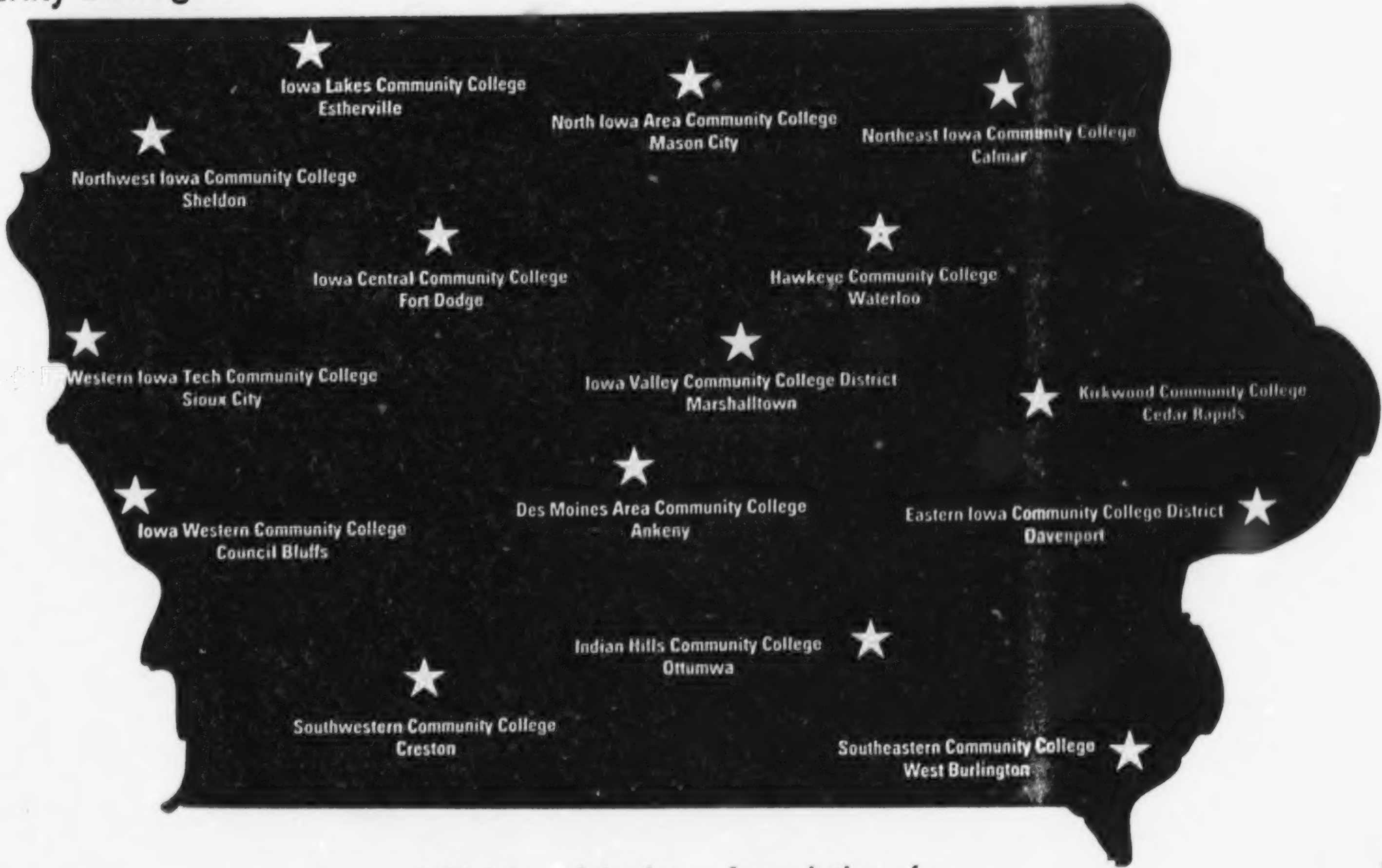
Appendix G

Consortium of Iowa Community Colleges

CONSORTIUM of
IOWA
Community Colleges

Serving Iowa Through Education


Iowa Lakes Community College
Estherville
North Iowa Area Community College
Mason City
Northeast Iowa Community College
Calmar
Northwest Iowa Community College
Sheldon
Iowa Central Community College
Fort Dodge
Hawkeye Community College
Waterloo
Western Iowa Tech Community College
Sioux City
Iowa Valley Community College District
Marshalltown
Kirkwood Community College
Cedar Rapids
Iowa Western Community College
Council Bluffs
Des Moines Area Community College
Ankeny
Eastern Iowa Community College District
Davenport
Indian Hills Community College
Ottumwa
Southwestern Community College
Creston
Southeastern Community College
West Burlington

A Division of the Iowa Association of
Community College Trustees

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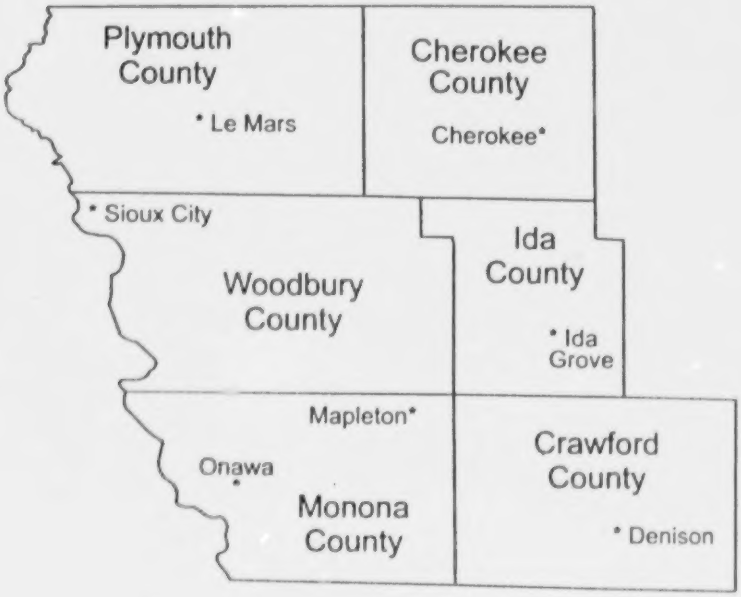
Appendix H

Merged Area XII

Merged Area XII



Western Iowa Tech Community College Campuses

Sioux City Campus
4647 Stone Avenue
P.O. Box 5199
Sioux City, IA
51102-5199

Cherokee Campus
& Conference Center
200 Victory Drive
P.O. Box 845
Cherokee, IA
51012-0845

Denison Campus
11 North 35th Street
Denison, IA
51442-7564

Ida Grove Center
800 East 2nd Street
P.O. Box 193
Ida Grove, IA
51445-0193

Mapleton Center
38491 Highway 175 N
Mapleton, IA
51034-7006

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Appendix I

Areas of Study at WITCC

Areas of Study at WITCC

Career and Occupational Programs

Accounting Specialist
Administrative Assistant (Legal)
Administrative Assistant (Medical)
Administrative Office Management
Agri-Systems Technology
Air Conditioning, Heating and Refrigeration
Architectural Construction Engineering Technol
Auto Collision Repair Technology
Automotive Technology
Band Instrument Repair Technology
Biomedical Electronic Engineering Technology
Carpentry
Child Care Supervision and Management
Clerical Bookkeeping
Computer Programmer
Dental Assisting
Desktop Publishing Technology
Diesel Technology
Electrician (Mapleton Campus)
Electronic Communications
Electronic Engineering Technology
Emergency Medical Services/Paramedic
Fire Science
Graphic Communications
Horticulture and Landscaping Technology
Management Specialist
Marketing Management
Mechanical Engineering Technology
Medical Laboratory Technician
Microcomputer Specialist
Nursing (Practical)
Nursing (Associate Degree)
Occupational Therapy Assistant
Physical Therapist Assistant
Piano Technology
Plumbing and Sheet Metal
Police Science Technology
Railroad Operations
Software Technician
Surgical Technology
Telecommunication Electronics Technology
Welding

Arts & Sciences Courses of Study

Agriculture
Art and Design
Biology
Business Administration
Chemistry
Computer Science
Education
Engineering (Pre)
English
English as a Second Language (Prerequisite)
Foreign Language
General Studies
History
Mathematics
Physical Education
Physics
Political Science
Psychology
Sociology

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